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ABSTRACT

This teacher's manual contains thirteen leadership training units for vocational youth. Unit titles are (1) Introduction to Leadership, (2) Planning and Initiating, (3) Parliamentary Procedure, (4) Developing Group Goals, (5) Levels of Leadership in a Group, (6) Skills of a Group Leader, (7) Personal Characteristics of a Group Leader, (8) Skills of a Group Member, (9) Developing Group Cohesiveness, (10) Effective Committees, (11) Communication Skills, (12) Internal Operations of a Group, and (13) Outcomes of Leadership. Each unit contains three parts. The introductory part is the Self Instructional Guide, which contains the introduction, objectives, instructional activities, and self-quiz. The second part of each unit is the Group Instructional Guide, which is designed to facilitate group activities. The Group Instructional Guide contains an introduction, objectives, and instructional activities. The third part of each unit, the Procedures for Individual Projects, contains individualized projects designed to relate instruction to real life. (LRA)

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Leadership Training Units For Vocational Youth

A Teacher Manual Designed To Provide Individual and Group Activities for the Development of Leadership Skills

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of their written material. Several group exercises were reproduced with permission from J.W. Pfeiffer and J.E. Jones (Eds.), A Handbook of Structured Experiences for Human Relations Training, LaJolla, Ca: University Associates, 1974 (Revised). The following exercises from the Pfeiffer and Jones handbook were used: NORC -- A Consensus - Seeking Task (group exercise for Unit 4); Brainstorming -- A Problem - Solving Activity (group exercise for Unit 6); Role Nominations -- A Feedback Experience (group exercise for Unit 8); Model Building -- An Intergroup Competition (group exercise for Unit 9); and Committee Meeting -- Demonstrating Hidden Agendas (group exercise for Unit 12).

TO THE TEACHER

This manual contains all the materials you need to teach the units of leadership instruction. The units have been designed so that you can choose to either teach all thirteen units sequentially OR teach the several units you like best. Each unit, however, is designed to be taught in its entirety. Doing so will help students develop particular leadership skills to their fullest degree.

This manual contains all of the material that is provided in the student manual. It also contains self-quiz feedback sheets, mastery quizzes, answers to mastery quizzes, and answers to group exercises. A complete listing of the supplementary readings is also provided in the event that you wish to obtain the complete documents.

IMPORTANT

Pages that are included in the teacher manual, but which are not included in the student manual are marked by three asterisks in the upper right-hand corner. The units have been color-coded for your convenience.

The technique for teaching each unit of instruction is basically the same. Each unit consists of three stages of instruction. These stages of instruction will now be described for you.

Stage One

Students rely on a Self-Instructional Guide (SIG) in Stage One to direct their learning activities. The SIG gives an introduction, states the objectives, specifies the learning activities, and offers self-quiz questions.

***

Following the SIG is a Basic Information Summary (BIS). The BIS is a three-to-five page reading designed to teach the objectives stated in the SIG. Additional readings are provided in this manual and can be circulated among your students. In the BIS for Unit One, for example, students learn four definitions of leadership, they learn two theoretical explanations of leadership, and they learn to distinguish between democratic and autocratic leadership styles. You may wish to lecture on material in the BIS.

When students have finished reading the BIS and any additional instructional readings specified in the SIG, they respond to the self-quiz questions and then receive a self-quiz feedback sheet from you. When they are satisfied with their performance, they take a mastery quiz to see if they have mastered the basic information provided in Stage One.

Stage Two

Students are directed by a Group Instructional Guide (GIG). The GIG provides an introduction, states the objectives, and specifies the learning activities. As was the case for Stage One, a Basic Information Summary (BIS) is supplied to the students. This BIS includes specific directions on how to perform the group project. The BIS for Stage Two of Unit One, for example, provides direction for a group project called Mock Class Election. The project is designed to involve the application of the definitions of leadership learned in Stage One.

In Stage Two, you organize the class into small groups and confer with them as they pursue the task or problem. When working with a small group of students, you may often take the role of a probing questioner,

listening to their discussions and perhaps interrupting at some point to ask the group to evaluate critically what they are saying.

As you work with the small groups, you may find that many groups express difficulty in understanding a particular point or have misinterpreted it. In this case you may bring the entire class together for a mini-lecture and/or discussion which clarifies and explains the point. Stage Two provides an opportunity for students to cooperate and learn from one another and also prepares them for Stage Three.

Stage Three

Individual work in Stage Three is directed by a document called Procedures for Individual Projects (PIP). The PIP states the objectives and specifies the instructional activities. Occasionally a BIS will accompany a PIP in which case the BIS specifies the directions for accomplishing the individual activity. The instructional activity in the PIP is always designed to develop the individual student's interests and abilities. The PIP for Unit One asks the student to identify an area in his/her life that has potential for improved leadership and to describe, in writing, feelings and reactions concerning this area of potential leadership. Completion of the PIP marks the end of a unit of instruction.

Now that you are familiar with the Three Stage Model of Instruction, you will have to teach the basic organization of each unit to your class before beginning the first unit. This can be done most easily by reading through "To the Student" with your class. This is included in both teacher and student manuals. It will take a while for the class to become accustomed to the terminology of SIG, GIG, and PIP but eventually your students will see the usefulness of the terms for describing the instructional ac-

tivities they are performing.

SUMMARY

Now we will summarize the basic steps involved in teaching each unit. For the SIG of each unit, you will need to:

First: Read through the SIG with the class and have the class follow the directions provided in the SIG.

Second: Provide students access to one or more copies of the supplementary readings provided in this manual (perhaps you can make a few xerox copies for the class to share).

Third: Provide students access to the "self-quiz feedback sheet" provided in this manual.

Fourth: Administer and score the mastery quiz.

For the GIG of each unit, you will need to:

First: Read through the GIG with the class and answer any questions they may have.

Second: Divide the class into smaller groups of 5 to 6 students each.

Third: Help the groups to begin. You should circulate between the groups and consult with them as necessary.

Fourth: If several groups are having trouble with the exercise get the attention of the whole class and explain the trouble they are experiencing and discuss ways to solve the problem.

Fifth: For several of the group exercises specific answers to the exercises are provided in this manual. You may wish to provide each group with an answer sheet or explain the answer to the total group at the appropriate time.

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For the PIP of each unit, you will need to:

First: Read through the PIP with the class and answer questions.

Second: Consult with the class as a whole or with individual students in order to check on student progress and help them if they are experiencing difficulties.

Third: Collect the PIP assignments, grade, and provide feedback to your students.

Please note that the answers to all of the Mastery Quizzes are presented on page x of this preface.

TO THE STUDENT

This manual contains a series of instructional units designed to improve your leadership abilities. We'd like to explain how each unit is organized.

SELF INSTRUCTIONAL GUIDE (SIG)

Each unit contains three parts. The first part is called the Self Instructional Guide (SIG) The SIG provides you information about the the unit. The SIG is for you to study at your own speed. The SIG is divided into four parts:

1. The Introduction
2. The Objectives
3. The Instructional Activities
4. The Self Quiz

The Introduction gives you a brief, concise idea of what the unit is about. You should read it carefully before proceeding to the objectives.

The Objectives tell you what you are supposed to know when you complete the SIG. The objectives should be reviewed carefully.

The Instructional Activities usually tell you what you should read before taking the self quiz.

The Self Quiz is provided so that you can test yourself to see if you understand the material you studied in the SIG. Your instructor will also give you a mastery quiz to see how well you have done your reading.

GROUP INSTRUCTIONAL GUIDE (GIG)

The second part of each unit is called the Group Instructional Guide GIG. The activities in the GIG are designed to help you apply the ideas you learned in the SIG. The activities will normally involve a small group of you and your classmates. Similar to the SIG, each GIG is divided into

three parts.

1. Introduction
2. Objectives
3. Instructional Activities

The overall purpose of the group activities is to provide you with the opportunity to cooperate with your classmates so that you can learn from one another.

PROCEDURES FOR INDIVIDUAL PROJECTS (PIP)

The third part of each unit is called the Procedures for Individual Projects (PIP). For the PIP of each unit, you will be involved in individualized projects designed to provide you with the opportunity to personally relate to your own life, what you have learned in the first two parts of the unit. In the PIP you will work on your own to develop a leadership skill the best that you can.

By progressing through a SIG, GIG, and PIP for each unit, you will thus experience a "three-stage approach" to learning about leadership. The advantage of this three-stage approach is that what you learn about leadership is put to use and made a part of your life.

***

ANSWERS TO MASTERY QUIZZES

Unit 1

1. B
2. C
3. D
4. A
5. C
6. B

Unit 2

1. D
2. C
3. B
4. C
5. D

Unit 3

1. C
2. A
3. D
4. B
5. D
6. C

Unit 4

1. C
2. B
3. C
4. A
5. C
6. D

Unit 5

1. A
2. D
3. C
4. B
5. C

Unit 6

1. C
2. B
3. A
4. B
5. D

Unit 7

1. B
2. C
3. D
4. D
5. A

Unit 8

1. A
2. A
3. D
4. D
5. B

Unit 9

1. F
2. C
3. B
4. D
5. A

Unit 10

1. T
2. F
3. F
4. F
5. F
6. 4
7. 3
8. 3

Unit 11

1. D
2. C
3. A
4. D
5. A

Unit 12

1. T
2. T
3. T
4. E
5. D
6. B
7. B
8. T

Unit 13

1. D
2. C
3. B
4. D

Leadership Training Units for Vocational Youth

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Unit 11:	Communication Skills
Unit 12:	Internal Operations of a Group
Unit 13:	Outcomes of Leadership

SELF INSTRUCTIONAL GUIDE

(SIG)

UNIT 1: INTRODUCTION TO LEADERSHIP

INTRODUCTION

In Unit 1 you will be working to broaden your understanding of what is meant by leadership. You probably already have your own informal definition of leadership. However, there are many different definitions of leadership and by familiarizing yourself with some of these definitions the odds are that you will be clearer of your own definition of leadership and be more open to another person's definition of leadership.

OBJECTIVES

At the completion of the SIG you will be able to:

1. *distinguish between four definitions of leadership.*
2. *match statements about leadership to one of four possible definitions of leadership.*
3. *write your own definition of leadership.*
4. *compare in writing the similarities and differences between two explanations of leadership.*
5. *distinguish between democratic and autocratic leadership.*
6. *describe what might happen to a group if autocratic leadership is used.*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary (BIS) on page 2 entitled, An Overview of Leadership.
2. Using a dictionary, look up the meanings of the word "Leadership".
3. Obtain a copy (from your teacher) of the handbook for your vocational youth organization and identify the meaning of the word leadership as used in that handbook.
4. On a separate sheet of paper, answer the questions on the self quiz at the bottom of this page.
5. Secure a copy of the answers to the self quiz from your teacher and check your answers. If you feel that your answers were correct, proceed to the mastery quiz. Otherwise review.
6. Secure the mastery quiz for this unit from your teacher, answer the questions on the mastery quiz, and return it to your teacher.
7. Proceed to the Group Instructional Guide (GIG) for this unit.

SELF QUIZ

1. What are four definitions of leadership?
2. What is your personal definition of leadership?
3. What are two explanations of leadership?
4. What are two types of leadership?
5. What type of leadership is used in your group?

AN OVERVIEW OF LEADERSHIP

(BASIC INFORMATION SUMMARY: BIS)

FOUR DEFINITIONS OF LEADERSHIP

Some people like to think of leadership as personality. Stated another way, leadership as personality defines the leader as the person who possesses the greatest number of traits, behaviors, or characteristics that the group considers desirable. According to this definition of leadership, the group is impressed by the personality of their leader. For example, if a group elects a leader who is confident, humorous, popular, etc., then that group probably defines leadership as personality.

Leadership can also be defined as a form of persuasion. According to this definition, the leader is the person who is able to get others to follow because of an ability to convince or inspire others. The persuasive leader relies on verbal ability and rhetorical skills. An example of a persuasive leader is the football coach who is so convincing in his/her pep talk that his last place squad upsets their rival.

A third definition is leadership as a power relation. Central to this definition is the notion that group members perceive the leader as having more power or authority than the rest of the group. The leader may also perceive that the group wants to place all power in his/her hands. An historical example of leadership as power relation is the Roman concept of the pater familias. The pater familias (or father of the family) was leader of the clan and had the power of life or death over the family members. Leadership as a power relation is still with us today. For example, we grant the elected officials the power to represent us.

A fourth definition is leadership as initiating action and maintaining structure. This definition stresses that leadership is an active, on-going activity. A leader who initiates action and maintains structure is likely to help the group achieve its goal. A building contractor is an example of a leader who initiates action and maintains structure. From groundbreaking to the finished building, the contractor will be continuously initiating phases of the work and also coordinating and maintaining the structure of the work activities.

Several of the four leadership definitions that have been described are very similar to one another and tend to overlap. Leadership may sometimes involve all four definitions. Yet each of the definitions tends to stress a different aspect of leadership. Listed below are the four leadership definitions discussed and next to them are four statements that are meant to reflect leadership definitions held by fictitious persons. In order to increase your understanding of other definitions of leadership please match the leadership definitions with the statements by writing the appropriate letters in the blank.

DEFINITION

A. Leadership as personality
B. Leadership as persuasion
C. Leadership as power relation
D. Leadership as initiating action and maintaining structure

(See bottom of page for correct answers.)

1. _____ "Why don't you get started on this job, and I'll check back later."
2. _____ "I think that whoever's in charge should take full responsibility."
3. _____ "I voted for Bill because I think he's the greatest."
4. _____ "Come on gang. We can whip this problem if we work together."

Answer (1 = D 2 = C
3 = A 4 = B)

Now that you have learned about four possible leadership definitions, why not try writing your own leadership definition. Take a few minutes to write your own definition of leadership. Give your definition a name (Leadership as _____) and explain what it means.

TWO EXPLANATIONS OF LEADERSHIP

Thus far, four definitions of leadership have been discussed. But these definitions do not necessarily explain why and how leadership develops. One explanation of leadership is called the great man explanation. The great man explanation of leadership attaches a heroic quality to the leader. This particular explanation of leadership goes back to days when kings and queens were considered to be superior to the rest of society. In American society we tend to see the President as a great man. However, this is not completely true, since Americans generally do not believe that the President must be great simply because he is President. In fact, if his behavior warrants it, a President can be removed from office.

A second explanation of leadership is called the personal-situational explanation. The personal-situational explanation of leadership says that the interplay of the personality of the leader with the demands of the situation determines the type of leadership that results. For example, given a power-hungry leader and a group that is willing to do whatever it is told, the type of leadership that could result might very well be a ruthless dictatorship.

Which explanation - the great man theory or the personal-situational theory - do you like? Compare these two explanations of leadership and be prepared to discuss which explanation you prefer. Perhaps you can think of an explanation of your own.

AUTOCRATIC VS. DEMOCRATIC LEADERSHIP

Two types of leadership you are probably familiar with are autocratic and democratic leadership. The autocratic or authoritarian leader is characterized as determining all policy, dictating and directing how to do things. In contrast, the democratic leader allows members to decide on their own. It has been found that group members generally are more satisfied with a democratic leader.

To clarify the difference between autocratic and democratic leadership, imagine that you are an architect working under two bosses. Boss A insists that you do everything exactly as he wishes. Boss B assigns you jobs to do, but allows you the freedom to decide how you choose to accomplish the job. Which boss would you rather work for? Which boss is an autocratic leader? (See bottom of page)

Are there situations where autocratic leadership is sometimes necessary? What about leadership in regard to the army or perhaps the prison systems? Generally these two situations involve a good deal of autocratic leadership. Is autocratic leadership the best type of leadership for these special cases? What might happen if democratic leadership were used in the army and the prison systems? Be prepared to discuss your views on this question.

At this time you should refer once more to your SIG and complete the next instructional activity.

Answer (Boss A is the autocratic leader)

***

Unit 1: SELF QUIZ FEEDBACK SHEET

1. Four definitions of leadership are leadership as personality, leadership as a form of persuasion, leadership as a power relation, and leadership as initiating action and maintaining structure.
2. Two explanations of leadership are the great man explanation and the personal-situational explanation.
3. Autocratic leadership and democratic leadership are two types of leadership.

***

Unit 1: Mastery Quiz

1. Leadership as personality means that the leader is

   A. Good at pep talks
   B. Confident, humorous, and popular
   C. Pater familias
   D. The one to get things going

2. Leadership as a form of persuasion means that the leader is

   A. Able to get lots of laughs
   B. Very active
   C. Able to convince and inspire
   D. Use authority

3. Leadership as a power relation means that the leader is able to

   A. Change opinions
   B. Plan ahead
   C. Interact Well
   D. Able to use authority

4. Leadership as initiating action and maintaining structure means that the leader is able to

   A. Keep the group working
   B. Keep the group happy
   C. Impress the group
   D. Inspire the group

5. The "personal-situational" explanation of leadership says that

   A. Personality of the leader determines the situation
   B. Situation determines the personality of the leader
   C. Both leader personality and the situation are important
   D. Neither leader personality nor the situation are important

6. Autocratic leadership means that the leader

   A. Allows the group to decide issues
   B. Dictates how to do things
   C. Persuades how to do things
   D. Seeks input from the group

GROUP INSTRUCTIONAL GUIDE

(GIG)

UNIT 1: INTRODUCTION TO LEADERSHIP

INTRODUCTION

In the first part of this unit, you learned about some of the possible definitions of leadership and clarified in your own mind what you define leadership to be. In this part of the unit you will apply your knowledge in a group situation involving your peers. In this way you will apply in a group situation what you learned on your own. The group situation is an instructional game called Mock Class Election. But first read about the objectives for this part of the unit.

OBJECTIVES

At the completion of the GIG you will be able to:

1. *cooperate as a group in preparing a brief campaign speech and a brief supportive speech that reflects the definition of leadership that your candidate advocates.*
2. *identify the definitions of leadership advocated by candidates running for office in a mock class election.*
3. *discuss your reactions to Mock Class Election.*
4. *discuss the "great man" and the "personal-situational" explanations*

INSTRUCTIONAL ACTIVITIES

1. The primary instructional activity for this part of the unit involves an instructional game called Mock Class Elections. You should refer to the Basic Information Summary on the next page for directions on how to arrange this group learning exercise.
2. As a group activity, the total group can discuss their reactions to Mock Class Elections. Discuss how the "great man" and the "personal- situational" explanations of leadership relate to group elections in general.
3. Refer to the Procedures for Individual Projects (PIP) for this unit.

MOCK CLASS ELECTION

(BASIC INFORMATION SUMMARY: BIS)

You are about to participate in an instructional activity entitled Mock Class Election. Your instructor will provide you with some specific directions about how to participate in this instructional activity. The goal for this part of the unit is that you be able to identify and react to definitions of leadership advocated by four of your classmates who will be candidates running for office in the Mock Class Election. Mock Class Election is designed to structure a safe, interpersonal situation in which you can apply and practice what you have learned about the definitions of leadership that different people advocate.

DIRECTIONS FOR MOCK CLASS ELECTION

1. Your instructor will divide the class into four groups.
2. Get together with the other persons in your group. If you have moveable chairs, try to form a circle with the other members in your group. Also try to leave some space between your group and the other groups.
3. Your instructor will assign your group (or your group can request) one of the following definitions of leadership:

   --Leadership as personality
   --Leadership as a form of persuasion
   --Leadership as a power relation
   --Leadership as initiating action and maintaining structure

   PLEASE TRY NOT TO REVEAL YOUR DEFINITION TO THE OTHER GROUPS.
4. When your group has received a definition of leadership, spend a few moments talking about what your definition means. You may want to refer back to the definitions of leadership. Also talk about the type of campaign speech that might be given by a candidate advocating the definition of leadership that your group has been assigned.

--For example, if your group has Leadership as personality, your candidate might begin his speech as follows:

"If I am elected president of the class, you can be sure you have elected a person who has what it takes to be a good leader..."

--If your group has Leadership as a form of persuasion, your candidate might begin his speech as follows:

"I think you should elect me for several reasons. First, if elected I would ..."

--If your group has Leadership as a power relation, your candidate might begin his speech as follows:

"If elected, I will establish the following procedures to be followed..."

--Finally, if your group has Leadership as initiating and maintaining structure, your candidate might begin his speech as follows:

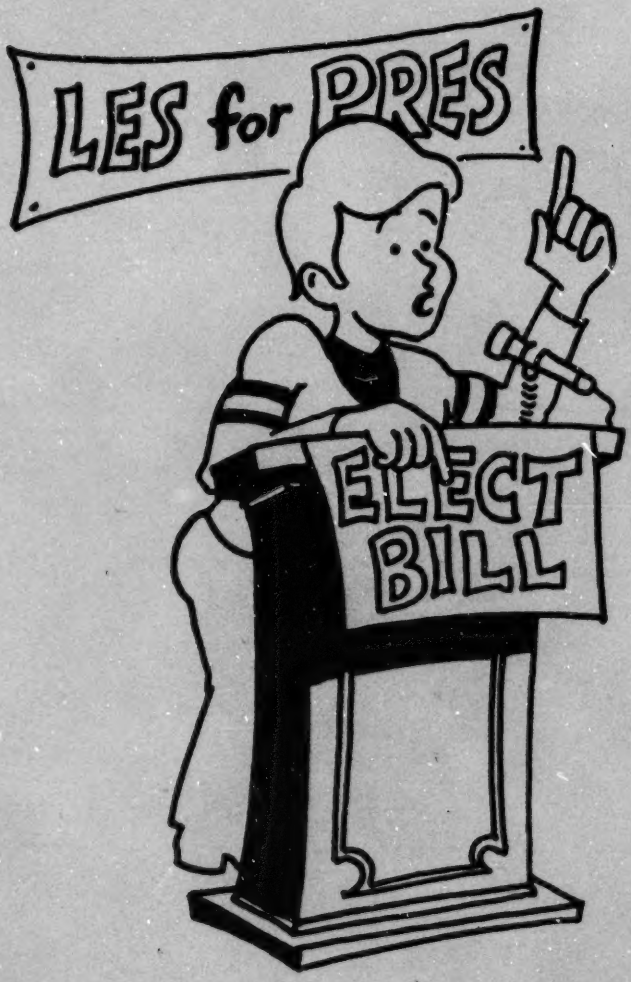
"If elected, the first order of business I would direct attention to would be..."

5. When your group has discussed the definition and the speech a little, decide which person from your group will be your group candidate in the Mock Class Election. Also decide on someone to give a nominating speech for your candidate.

6. Next, help the candidate and his nominator each write a brief "campaign" speech to be delivered before the total class in the Mock Class Election. Be sure that both speeches reflect the definition of leadership your group has been given.

The following questions will help you to structure the speeches you write:

NOMINATION SPEECH:
(1) Who is your candidate?
(2) What is special about your candidate?
(3) Why should people listen to your candidate?
(4) What do you think about your candidate?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CAMPAIGN SPEECH: (1) Why are you a candidate?
(2) What will you do if elected?
(3) How have you been a leader in the past?
(4) Why should people vote for you?

7. Tell your instructor when both speeches have been written. When all four groups have completed their speeches, your instructor will assemble the class as a whole and outline the directions for the Mock Class Election.

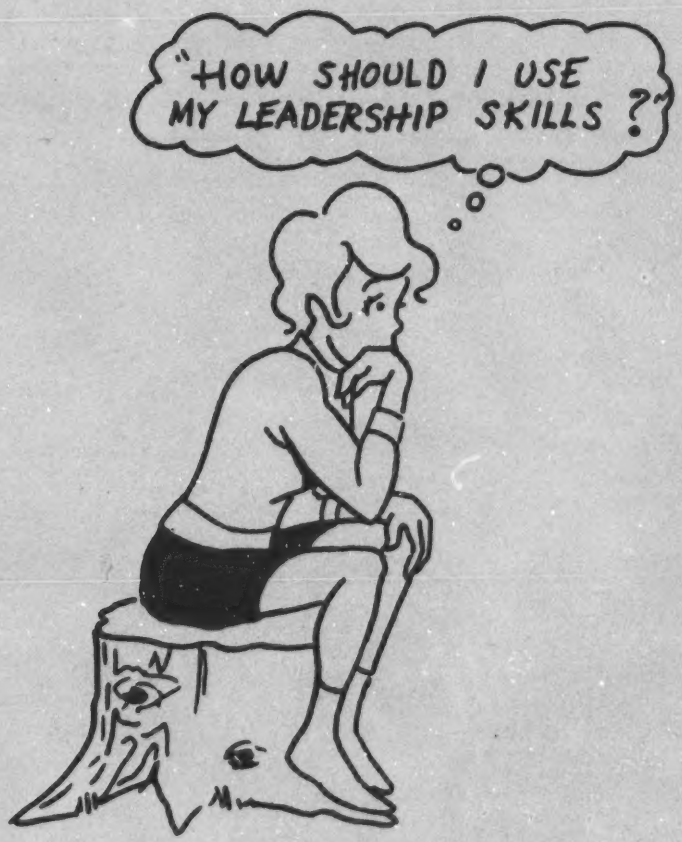
8. In the Mock Class Election, each candidate and nominator will deliver their speeches to the class. Immediately after each candidate and nominator has delivered his speech, the class should write down the definition of leadership being advocated by the candidate-nominator team. When all candidate-nominator teams have spoken, the class will then vote to see which candidate-nominator team was best. Ballots should be counted and the winner identified. Each of the candidates should reveal to the class the definition of leadership they were advocating.

9. When the Mock Class Election is over, your instructor will ask you to discuss your reactions to the activity. You can prepare for this discussion by thinking about the following questions:

   A. How many candidates (not including the candidate from your group) had you correctly identified with the definition of leadership they were advocating?

   B. Were you able to apply what you had learned in the SIG? If necessary, refer back to refresh your memory.

* When you have finished Mock Class Election, return to the GIG and complete the instructional activities listed there.


"HOW SHOULD I USE MY LEADERSHIP SKILLS ?"

PROCEDURES FOR INDIVIDUAL PROJECTS

(PIP)

UNIT 1: INTRODUCTION TO LEADERSHIP

INTRODUCTION

Thus far in your introduction to leadership, you have broadened your definition of leadership and you have applied your knowledge about leadership in a Mock Class Election. Now you will have the chance to search for personal relevance in what you have learned.

OBJECTIVES

At the completion of the PIP you will be able to:

1. *identify an area in your life that has potential for improving your leadership.*
2. *describe in writing your feelings and reactions concerning this area of potential leadership.*
3. *formulate a personal statement concerning the area of potential leadership.*

INSTRUCTIONAL ACTIVITIES

1. Identify a family, school, job, or social situation or general membership where there is potential for you to improve your leadership skills.
2. Write a one-page statement describing the situation, your feelings and reactions to the situation. Hand this in to your teacher. Include a personal goal for this area of your life.
3. Proceed to the Self Instructional Guide (SIG) for the <u>next</u> unit.

This completes Unit 1.

SELF INSTRUCTIONAL GUIDE
(SIG)

UNIT 2: PLANNING AND INITIATING

INTRODUCTION

In Unit 2, you will learn about how to begin a meeting with the emphasis on the planning necessary for a meeting. You will find that the amount of work you accomplish in a meeting will depend, in part, on how well you planned for the meeting. You will also learn about long-range plans.

OBJECTIVES

At the completion of the SIG you will be able to:

1. *develop an agenda*
2. *initiate a meeting*
3. *plan a program of work for an organization.*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary Entitled, Planning and Initiating Meetings.
2. Secure the following readings from your teacher and read them:
   "Planning Chapter Activities"
   "Planning a Program of Work"
3. Using a separate sheet, write the answers to the Self Quiz found below.
4. Secure an answer sheet from your teacher. If you answered the questions correctly, proceed to the next activity. Otherwise review the unit.
5. Ask your teacher for a copy of the Mastery Quiz. Complete the quiz and return it to your teacher.
6. Proceed to the Group Instructional Guide (GIG) for this unit.

SELF QUIZ

1. What is an important step in planning for a meeting?
2. What are the elements of an agenda?
3. What are 3 ways to begin planning a program of work?

PLANNING AND INITIATING MEETINGS

(BASIC INFORMATION SUMMARY: BIS)

Group meetings can be either well-organized and structured to get things accomplished or they can be disorganized and accomplish very little. The difference between the two depends on a well-planned agenda. The president or chairperson of a meeting is the one responsible for the agenda.

Agendas can take many forms, but there are two principles which always affect their quality. The first of these is that the person conducting the meeting must plan what and how it should be done at the meeting in advance. The second principle is that the person conducting the meeting make the best use of time available.

The time at the beginning of the meeting can be used to create the atmosphere for a good meeting. This is often done by establishing a ceremony at the beginning at the meeting. There are many choices available. Group members should arrive for the meeting on time and the president should begin the meeting as scheduled.

Once the meeting has begun, the chairperson should follow the agenda that he has prepared. He or she should follow the rules of parliamentary procedure or other procedural rules established by the group.

The first item of business is usually the recording secretary's report of the minutes from the last meeting. Corrections to the minutes are then made. This is followed by reports from the corresponding secretary and the group's treasurer.

"WHAT WE NEED IS AN AGENDA!"

Standing committee reports often follow the treasurer's report. The number and types of standing committees vary fro m group to group. A standing committee is one which is responsible for raising funds for the group or a membership committee which is responsible for the recruitment of new members. Other examples of standing committees would be a social and recreational committee, service and civic committee, and an educational and leadership committee. These reports are followed by reports from special committees which are usually short-term and work in separate projects.

Unfinished business from the last meeting(s) is usually the next item on the agenda. This is followed by any new business the group has to consider.

Other items may be added to the agenda as needed. Examples of these might be special programs, speakers, recreation, entertainment, refreshments, etc.

The chairperson formally closes the meeting when all items on the agenda have been covered. This is often accomplished with some type of closing ceremony.

At this time you should refer back to the Instructional Activities and complete the next activity.

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PLANNING CHAPTER ACTIVITIES*

GUIDELINES FOR CHAPTER ACTIVITIES

The variety and number of Chapter activities and projects depend to a large extent on the ingenuity and vision of the members and the Chapter Advisor. In determining projects or activities, however, fundamental consideration should be given to the value that the project or activity will have for each individual student. The Chapter program of activities should lend itself to the needs of the individual. Thus he is afforded an opportunity to participate.

-The development of a spirit of cooperation
-An understanding of competition
-An ability to communicate
-Individual recognition
-Realization of the responsibilities of leadership and followership

COOPERATION enables students to work with each other. Planning and programming Chapter activities emphasizes the importance of individual contributions to successful group accomplishments. By learning to work well with one another in Chapter activities, students develop a sense of human relations necessary for success in distributive careers.

COMPETITION is a basic element of private enterprise. Students preparing for careers in marketing and distribution must learn to win and to lose. Chapter awards give students an opportunity to develop a competitive spirit. Competition encourages initiative and vision.

COMMUNICATIONS must be effective in any organization. Planning local activities requires a closely knit system of conveying information and ideas to individuals and groups involved. Reporting activities in state and national publications gives students practice in disseminating ideas through a central exchange.

RECOGNITION builds individual morale. Chapter activities provide abundant opportunities for recognition and student participation. The most obvious recognition is that given to student officers, committee chairmen and competitive event winners. Less evident contributions to individual and Chapter growth are frequently recognized.

LEADERSHIP AND FOLLOWERSHIP are essential to success. The Chapter program is patterned to provide students the opportunity to develop leadership qualities through participation in projects and activities. Elected officers are in a position to develop leadership ability, but the Chapter that stands out is the one that offers such advantages to the entire membership. Frequently Chapters will elect officers for short terms, perhaps once each semester, in a deliberate attempt to develop leadership abilities in a greater number of students. The Chapter which serves its members best, however, is one that emphasizes leadership through individual responsibilities and committee activities.

*From DECA Handbook (1972; page 52)

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PLANNING A PROGRAM OF WORK FOR AN ORGANIZATION*

Planning is a vital part of life, an ability each person needs to develop. A program of work is an outline of activities covering a definite period which includes goals, ways and means of reaching them, and adequate provisions for checking on the accomplishments. It is similar to a road map used by a traveler.

A well-planned, carefully worded, written program is absolutely essential to successful chapter operation. It is necessary to help an organization achieve and fulfill its objectives and purposes. It is the basis for greater individual member participation in chapter activities, and it provides a record of chapter accomplishments.

Begin by reviewing last year's program of work at chapter meetings. Try to find out why certain items were successful while others were not. Discuss also the present needs of the chapter, its membership, the community, and list the items which should be continued for the present year. From copies of the program of work of the state association and the national organization, select and list items which can and should be included in the chapter program. Secure copies of other chapter programs and get ideas on other suitable program items. Resource personnel or an advisory council can often help in the selection of activities for the program of work. Develop an objective for each area of the program of work. Establish a committee or program of work.

Criteria for selecting activities for the program of work are:

1. Contribution to the development of leadership;
2. Sufficient educational value to justify its use;
3. Cooperative participation by a majority of the members;
4. Challenge to the members;
5. Completion of specific goals possible within the year;
6. Stimulation and motivation
7. Contribution to an effective training program in your area of interest;
8. No financial risks;
9. Opportunity for satisfactory profit;
10. Sufficient funds available to operate it;
11. Opportunity to render suitable community service;
12. Sufficient need to justify the particular program;
13. Development of comprehensive supervised programs;
14. Development of pride in good work;
15. Development of success in family living;
16. Maximum participation by the members;
17 Fulfillment of the aim of your organization and the school;

*FROM Vocational Education in Agriculture (1971; pp. 27-29)

Unit 2: Self Quiz Feedback Sheet

1. The development of an agenda is an important step in planning for a meeting.

2. The elements of an agenda are:

   a) beginning the meeting
   b) reporting of minutes from previous meetings
   c) reports from the treasurer
   d) standing committee reports
   e) special committee reports
   f) unfinished business
   g) new business
   h) closing the meeting

3. Begin planning a program of work by

   a) reviewing last year's program of work
   b) discussing present needs of the chapter and community
   c) explore programs of work established by other chapters

***

Unit 2: Mastery Quiz

Please circle the letter of the correct answer.

1. The person responsible for the agenda is the:

   A. recording secretary
   B. committee members
   C. parliamentarian
   D. president

2. The committee responsible for raising funds for an organization is the:

   A. service committee
   B. treasurer's committee
   C. ways and means committee
   D. social and recreational committee

3. A standing committee is one which:

   A. meets to discuss the "stands" the organization will take on certain issues
   B. functions through the year
   C. functions through the first two months
   D. none of the above

4. Which of the following elements of an agenda is in the correct sequence?

   A. previous minutes, unfinished business, standing committee reports
   B. unfinished business, new business, standing committee reports
   C. special committee reports, unfinished business, new business

5. Begin planning a program of work by

   A. reviewing last year's program of work
   B. discussing present needs of the chapter and community
   C. exploring other chapters' programs of work
   D. all of the above

GROUP INSTRUCTIONAL GUIDE

(GIG)

UNIT 2: PLANNING AND INITIATING

INTRODUCTION

During the first part of this unit, you learned about the importance of planning and initiating. In this part you will apply your knowledge in a group situation with your peers. The group situation consists of two exercises. One exercise is called Mock Meeting and the other activity is called the Name Game.

OBJECTIVES

At the completion of the GIG you will be able to:

1. *introduce yourself and others in a group*
2. *choose activities to acquaint group members with each other*
3. *develop an agenda for a meeting*

INSTRUCTIONAL ACTIVITIES

1. Your group should refer to the Basic Information Summary entitled Mock Meeting which is provided on the following page and follow the instructions provided there.
2. Proceed to the Procedures for Individual Projects (PIP) for this unit.

MOCK MEETING

(BASIC INFORMATION SUMMARY: BIS)

In this part of the unit you and your peers are given the challenge of applying what you have learned about planning and initiating. The first activity, Name Game, is an ice-breaker that you will find useful at the first meeting of almost any group. The second exercise, Mock Meeting, provides your group with practice in planning and initiating.

DIRECTIONS FOR THE NAME GAME

1. One group member should introduce himself or herself. You can do this by saying your first name and one or two facts about yourself.
2. The next group member should repeat the name of the previous person and then introduce himself or herself. (If the group is already well acquainted, then the member should try to recall each fact that members said about themselves.)
3. Continue this process of naming all previous members and introductions until everyone has been introduced.
4. When the last group member has had a chance to name all the other group members, the group should discuss the difficulties experienced in remembering names, the reactions to not being remembered, and how this exercise might be useful in other situations.

DIRECTIONS FOR MOCK MEETING*

1. Divide the group into two or three smaller groups that are about the same size.
2. Read the following statement of the problem.

Currently our schools are afflicted by the serious communication problem that exists between students and teachers. This is a very real pro-

blem that must be solved. It will not be wished away nor can it simply be attributed to the generation gap and then dismissed. Both students and teachers are running scared and both are hyperdefensive about it. Each of the participants blame the problem on the other and suggest answers that involve the other changing his behavior.

If students and teachers are to work cooperatively in a truly productive manner, this problem must be solved. If it is not, students may well continue to be antagonists toward the school. This is nothing short of a mutual self-destruction.

You may be familiar with the reasons why students are rebellious and non-cooperative in school and refuse to communicate with teachers on a meaningful level. Some of the reasons given by teachers are:

-Work pressure keeps teachers from having time to sit down and talk to individual students. Heavy teaching schedules and large numbers of students inhibit interpersonal relations.

-Difference in ages means different interests. Teachers do not attempt to find what students are really interested in and give it value.

-Subjects in school are dull - teachers fail to create interest. The student identifies his teacher with the dull subject and refuses to relate to him.

Some reasons given by students are:

-Classroom situations are such that teachers no longer can get to each student on a person-to-person basis. The teacher communicates through lectures to a mass of students who in turn attempt communication through written material.

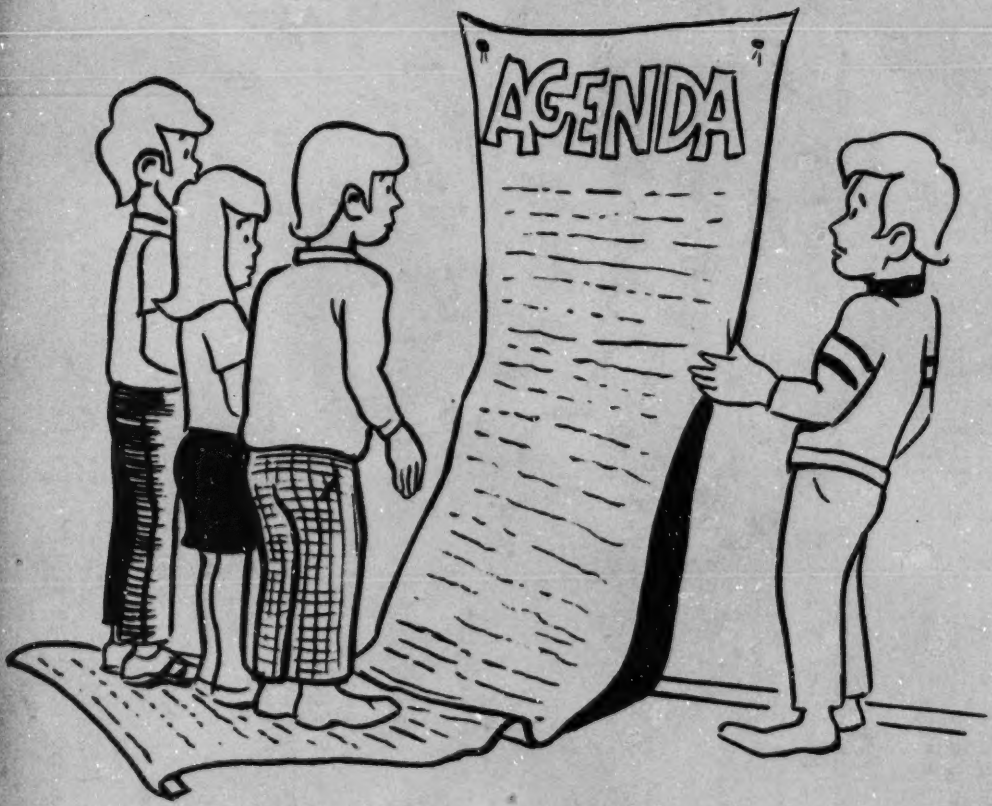
-The teacher must realize that the student has something useful to say, and the student should be able to contribute ideas without fear of being put down.

-Students resent teachers attempting to force them to adopt ideals and morals which will make them "acceptable to society."

-Students sometimes feel the teachers think they "know-it-all". Often students hear "I've been teaching for some years and I know what I'm talking about; so be quiet and listen."

Although these reasons may have some validity, the real issue is what can be done to solve the problem.

The principal of your school has been concerned for some time about the

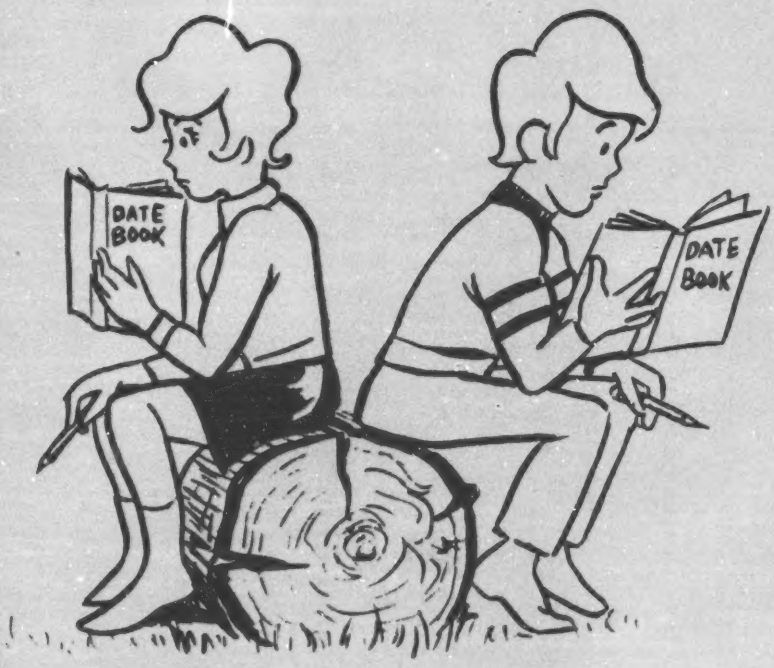

AGENDA

communication gap. As a first step in exploring the issue, he has called you together to examine the problem. He has promised to seriously consider your recommendations and proposals.

Your goal is quite precise: develop an AGENDA for a meeting designed to study ways to enhance communication between students and teachers. Be sure to remember the limitations and constraints that exist in your school and community, such as the school budget, an established teacher-student ratio, physical space, and so forth.

3. With this description of the problem as background information, your group should now discuss some possible solutions or approaches to the communication problem.
4. When you have finished your discussion, your group should develop an agenda for a formal meeting that might be held to help solve the communication problem.
5. Each group should present its agenda to the rest of the class.
6. Combine all of the agendas into one large agenda.
7. When you have finished, return to the GIG for this unit.

* ADAPTED FROM Conducting Planning Exercise by Twelker (1965)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DATE BOOK

PROCEDURES FOR INDIVIDUAL PROJECTS

(PIP)

UNIT 2: PLANNING AND INITIATING

INTRODUCTION

In the first part of this unit you learned about aspects of planning and initiating such as developing and using an agenda, starting a meeting, etc. In the second part of the unit you and your peers applied what you had learned about planning and initiating by participating in a Mock Meeting. In the third part of the unit you have the opportunity to apply to your own life what you have learned about planning and initiating.

OBJECTIVES

At the completion of the PIP you will be able to:

1. *state a goal that requires planning on your part.*
2. *develop an agenda regarding the goal you state.*
3. *describe how you would initiate steps to achieve the goal you developed.*

INSTRUCTIONAL ACTIVITIES

1. Select one of the following topics for planning

   Your plans for tomorrow.
   A busy week that is coming up.
   A social event you are planning.
   A study schedule for an important test.

2. Write a one-page description of your goal, your "agenda", and the steps you would initiate to achieve your goal. Hand this to your teacher.

3. When you are finished, turn your description in to your teacher and proceed to the Self Instructional Guide (SIG) for the next unit.

SELF INSTRUCTIONAL GUIDE
(SIG)
UNIT 3: PARLIAMENTARY PROCEDURE

INTRODUCTION

Parliamentary procedure can help us to transact business efficiently. Many decisions are handled during a meeting and we must be able to handle them efficiently. Parliamentary procedure also serves to protect the rights of the individual. The individual has the right to express his personal views on topics during a meeting. Parliamentary procedure helps prevent a few members from making all the decisions and dominating the group. The goal of this unit is for you to become more knowledgeable about parliamentary procedures. This will help you become a better member of your group and will help your group become a better organization.

OBJECTIVES

At the completion of the SIG you will be able to:

1. *list ten principles of parliamentary procedure.*
2. *define the terms used in the language of parliamentary procedure.*
3. *describe how business is introduced and conducted during a meeting.*
4. *describe how a member obtains the floor during a meeting.*
5. *"state the question, call for discussion, and move a previous question."*
6. *list the four classifications of motions, their characteristics, and order of precedence.*
7. *describe the correct use of the gavel.*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary on the next page entitled Principles of Parliamentary Procedure.
2. Secure the following reading from your teacher: Mastering Parliamentary Procedure.
3. Using a separate sheet of paper, answer the Self Quiz questions found below.
4. Secure a copy of the answers to the Self Quiz from your teacher and check your answers. Review as necessary.
5. Secure the Mastery Quiz for this unit from your teacher, answer the questions, and return it to your teacher.
6. Proceed to the Group Instructional Guide (GIG) for this unit.

SELF-QUIZ

1. What are five principles of parliamentary procedure?
2. What are the four types of motions?
3. Does a main motion have precedence over an incidental motion?

PRINCIPLES OF PARLIAMENTARY PROCEDURE

BASIC INFORMATION SUMMARY (BIS)

This part of the unit provides you with fundamental information concerning parliamentary procedure. The more widely used principles of parliamentary procedure are stressed. For a more detailed description of parliamentary procedure, you may wish to refer to Robert's Rules of Order.

TEN IMPORTANT PRINCIPLES OF PARLIAMENTARY PROCEDURE

1. Parliamentary rules exist to help the orderly transaction of business and to promote cooperation and harmony.

2. The vote of the majority of the members decides the course of action to be taken.

3. All members have equal rights and privileges.

4. The minority of the group also has rights.

5. Every member of the group is entitled to full discussion on every proposition presented for decision.

6. Procedure should be the simplest and most direct for all purposes.

7. A definite and logical order of precedence governs the introduction and disposing of all motions.

8. Only one question can be considered at one time.

9. Every member has the right to know what the question before the assembly actually means before voting.

10. The members may delegate duties and authority, but do retain the right of final decision.

DEFINITION OF TERMS

On the next page, the most widely used parliamentary procedure terms are defined. Read through the definitions until you are familiar with them.

DEFINITIONS OF TERMS

Amendment	A change or alteration proposed to a main motion by inserting, changing, or striking out words and phrases, but not changing the meaning or intent of the motion.
Chair	Presiding officer of the meeting, whether temporary or permanent; refers to a person.
Debate	Same as discussion; a motion is either debatable or not, meaning that the members have the right to discuss the merits or criticisms of the issues.
Floor	Refers to recognition and privilege of addressing the chair or assembly; yielding the floor means giving up the privilege of speaking temporarily; obtaining the floor means receiving recognition from the chair with the privilege of making a motion, nomination, requesting a point of order or inquiry of information.
Incidential Motion	A motion that arises from another motion that is pending; these are motions of question, requests, objections, decisions and inquiry.
Lay on Table	A term used to indicate that a motion has been temporarily laid aside.
Main Motion	A motion made to bring before the assembly for its consideration any item of business or particular subject for the assembly to consider and discuss.
Majority (in voting)	The term applies to a simple majority of one of those members present and voting, a vote of 16 to 15 is a simple majority of one.
Minutes	The record of an assembly's deliberation and discussion during its meeting.
Nominate	Propose a name as a candidate for an office, can be nominated by a committee or from floor.
Parliamentary Law	Unwritten law of democratic procedure originating from rules of the early English Parliament.
Postpone	Delay; postpone indefinitely means to kill a motion without bringing it to a vote.
Precedence	Refers to ranking of motions, highest ranking motions considered first.

Privileged Motions	Are motions of importance that take precedence over the pending question and all other items of business. They are not debatable and require immediate action. Privileged motions are those for adjournment, recess, question of privilege, and call for orders of the day.
Question	Several different motions can call for immediate vote on an issue, call for decision of assembly, ask for information, challenge chair's decision, ask for appeal on previous ruling.
Secondary Motion	Any motion that can be made while a main motion is pending, such as a subsidiary motion or motion of privilege.
Table	Means postponement of action on a motion either temporarily or permanently as indicated by the intent.
Two-Thirds Majority Vote	Indicates the number of members who must vote in favor of motion. Motions requiring 2/3 vote are to amend, repeal, or rescind, take a question out of order, suspend rules, move previous question out of order, close nominations, reconsider a motion, limit or extend debate, sustain or object.

"I MOVE THAT.... Let's see...
WHAT DID I WANT TO MOVE ?

HOW BUSINESS IS INTRODUCED AND CONDUCTED

Business is brought to the group either by the motion of a member or by the presentation of a communication to the group at a proper time. Before any subject is open for discussion, the motion must be:

1) Made by a member who has obtained the floor.

2) Seconded by a member.

3) Stated by the chair and placed by the chair before the group.

The motion has been made and seconded, but that does not put it before the group. The chair has to either rule it out of order or state the question so the group knows it is ready for consideration.

OBTAINING THE FLOOR

A member cannot make a motion or talk to the group until he has been recognized or has "obtained the floor." Correct procedure is to rise, and address the presiding officer as Mr. Chairman, Mr. President, etc. Before rising to obtain the floor, be sure that the floor has been yielded. Do not interrupt another member.

MAKING THE MOTION

A motion is a proposal that the group take a certain action. In making a motion, a member obtains the floor and introduces the proposal by the words "I move that..." The member then states clearly the action proposed.

Every motion should be seconded before it is discussed and voted upon. This is done so as not to waste time on a motion of interest to only one person. To second a motion, a member simply says, "I second the motion." Chair need not recognize you and you need not rise to do this.

If a motion has been made, seconded, and is in order, and is debatable, the chair may restate the question for the group and open discussion by saying, "The motion is now open for discussion."

Discussion may then follow with members obtaining the floor before speaking. Discussion should be done in an orderly fashion, limited to the topic, and limited in time.

If a member thinks that enough discussion has taken place concerning the motion, he can obtain the floor in the normal fashion and make a motion that begins with, "I move the previous question on the motion (repeat motion)."

This requires a second. If seconded, the chair states, "The previous question is moved on the motion (restate motion). Those in favor of ordering the previous question on (repeat motion) rise." Then count votes and say "opposed rise." Count votes.

Chair then announces results of vote (requires 2/3 majority). If vote is in favor of previous question, chair calls for a vote on the motion. Vote may be voice, standup, or secret ballot at discretion of chair.

CLASSIFICATION OF MOTIONS

Motions are classified as main, subsidiary, incidental, and privileged. A main motion is a motion to bring before a group any particular subject for the group's decision. It has no precedence over the other motions. A main motion yields to all privileged, incidental, and subsidiary motions. Main motions are debatable, subject to amendments, and can have subsidiary motions applied to them.

Subsidiary motions are applied to other motions for the purpose of disposing of the motions. The original motion may be modified, postponed, or referred to committee. They may be applied to any main motion, and when made they supercede the main motion, and must be decided before the main motion can be acted upon. The motion to amend takes precedence of the motion to postpone indefinitely, and yields to all other subsidiary motions and to all privileged and incidental motions, except the motion to decide the question.

Amendments must be related to the subject of the main motion. Amendments can be made to the second degree only. There can be no more than one amendment to an amendment. A motion may be amended by (1) striking out words, (2) inserting or adding words, (3) striking out and inserting words, or (4) substituting entire paragraphs.

After an amendment has been moved and seconded and the group has discussed it, the group must vote only on the amendment. If the amendment passes, the main motion will be voted on as amended. If it fails, the main motion must still be voted on as originally stated.

Incidental motions arise out of another question which is pending and therefore take precedence and must be decided before the question out of which they arise; or, they are incidental to the question that has just been pending and should be decided before any other business is taken up. They are debatable, except where they relate to the decision of the question, the method of considering a question, the method of voting, or to time nominations.

Privileged motions are motions of importance that take precedence over the pending question and all other items of business. They are not debatable and require immediate action. Privileged motions are those for adjournment, recess, question or privilege and call for order of the day.

Refer to the next page for a useful outline of the types of motions and the rules that apply to them. When you have finished reading the outline of motions on the next page, you should refer back to the SIG. Your instructor will also quiz you to see if you have mastered the basic information on parliamentary procedure.

CORRECT USE OF THE GAVEL

The gavel is used as a symbol of authority by the presiding officer, and should be used with discretion to conduct an orderly meeting.

1) Call meeting to order
   tap gavel -- two taps

2) Members stand
   tap gavel -- three stands

3) Members be seated
   tap gavel -- one tap

4) After announcing results of a vote or decision of chair
   tap gavel -- one tap

5) To restore order
   a sharp tap or series of sharp taps.

Table of Motions and Rules That Apply to Motions

Motions	May Interrupt Speaker	Required Second	Debatable	Vote Required	Motion That May Apply
A. Privileged					
1. To fix time	No	Yes	Limited	Maj.	Amend, Reconsider
2. To adjourn	No	Yes	No	Maj.	None
3. To take a recess	No	Yes	Limited	Maj.	Amend
4. Question of Privilege	Yes	No	No	Chmn. rules	All
5. Call for order of day	Yes	No	No	None	None
B. Incidental					
1. Point of order	Yes	No	No or Maj.	Chmn. rules	None
2. Appeal	Yes	Yes	Yes	Maj.	All except amend
3. Suspend rules	No	Yes	No	2/3	None
4. Withdraw a motion	No	No	No	Maj.	Reconsider
5. Parliamentary inquiry	Yes	No	No or Maj.	Chmn. rules	None
6. Object to consider	Yes	No	No	2/3	All
7. Call for division of the house	Yes	No	No	Maj.	All
8. To call for a division of a question	No	Yes	No	Maj.	All
C. Subsidiary					
1. Lay on table	No	Yes	No	Maj.	None
2. Previous question	No	Yes	No	2/3	Reconsider
3. Refer to committee	No	Yes	Yes	Maj.	Amend, Recon., Prev. Ques.
4. Amend	No	Yes	Yes	Maj.	Amend, Recon., Prev. Ques.
5. Postpone indefinitely	No	Yes	Yes	Maj.	Limit Deb., Prev. Ques., Recon.
D. Main Motions					
1. General main motion	No	Yes	Yes	Maj.	All
2. Specific main motion					
a. To take from table	No	Yes	No	Maj.	None
b. To reconsider	Yes	Yes	Yes	Maj.	Lim. Deb., Prev. Ques., Table
c. To adopt a resolution	No	Yes	Yes	Maj.	All
d. To adjourn	No	Yes	Limited	Maj.	Amend, Reconsider
e. To create order of day	No	Yes	Yes	Gen., Maj., Spec. 2/3	All
f. To amend	No	Yes	Yes	Maj.	Amend, Recon., Prev. Ques. Lim. Deb.

***

Unit 3: Self-Quiz Feedback Sheet

1. Any 5 of the following 10 principles of parliamantary procedure are appropriate:

   1) Parliamentary procedure promotes cooperation and harmony through the orderly transaction of business.

   2) Decisions are based on the will of the majority.

   3) All members have equal rights and privileges.

   4) The minority also has rights.

   5) Members are entitled to full discussion of issues.

   6) The simplest and most direct procedure should be used for all purposes.

   7) Order of precedence for motions should be observed.

   8) Consider only one question at a time.

   9) Every member should know what the question means before voting.

   10) Members delegate duties and authority but have the right of final decisions.

2. A main motion, a subsidiary motion, an incidental motion, and a privileged motion are the four types of motions.

3. No.

***

Unit 3: Mastery Quiz

1. A motion which takes precedence over the pending question and all other items of business is:

   a. Incidental
   b. Main
   c. Privileged
   d. Main motion

2. The first detailed set of parliamentary rules and regulations are were developed by:

   a. Henry Roberts
   b. John Henry
   c. Robert Henry

3. In making a motion, a member obtains the floor and introduces the proposal by using the words:

   a. I make a motion that...
   b. I move the motion that...
   c. I have an idea that...
   d. I move that...

4. Which one of the following principles is not an important principle of parliamentary procedure?

   a. A definite and logical order of precedence governs the introduction and disposition of all motions.
   b. Must have a properly equipped meeting room to hold a meeting.
   c. Parliamentary rules exist to help the orderly transaction of business and to promote cooperation and harmony.
   d. The members may delegate duties and authority, but do retain the right to final decision.

5. A main motion is a motion to bring before a group any particular subject for the group's decision. A main motion has what rank of precedence?

   a. 2
   b. 1 (highest)
   c. 3
   d. 4 (lowest)

6. A subsidiary motion is applied to other motions for the purpose of disposing of the motions. By means of subsidiary motions, the original motion may be modified, postponed or referred to committee. Which motion can a subsidiary motion apply to?

   a. Subsidiary
   b. Privileged
   c. Main
   d. Incidental

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GROUP INSTRUCTIONAL GUIDE
(GIG)
UNIT 3: PARLIAMENTARY PROCEDURE

INTRODUCTION

In the first part of this unit you learned the basic information concerning parliamentary procedure. But there is a big difference between knowing definitions about parliamentary procedure and actually using parliamentary procedure in a meeting. Therefore, in this part of the unit you will have the chance to apply what you have learned about parliamentary procedure.

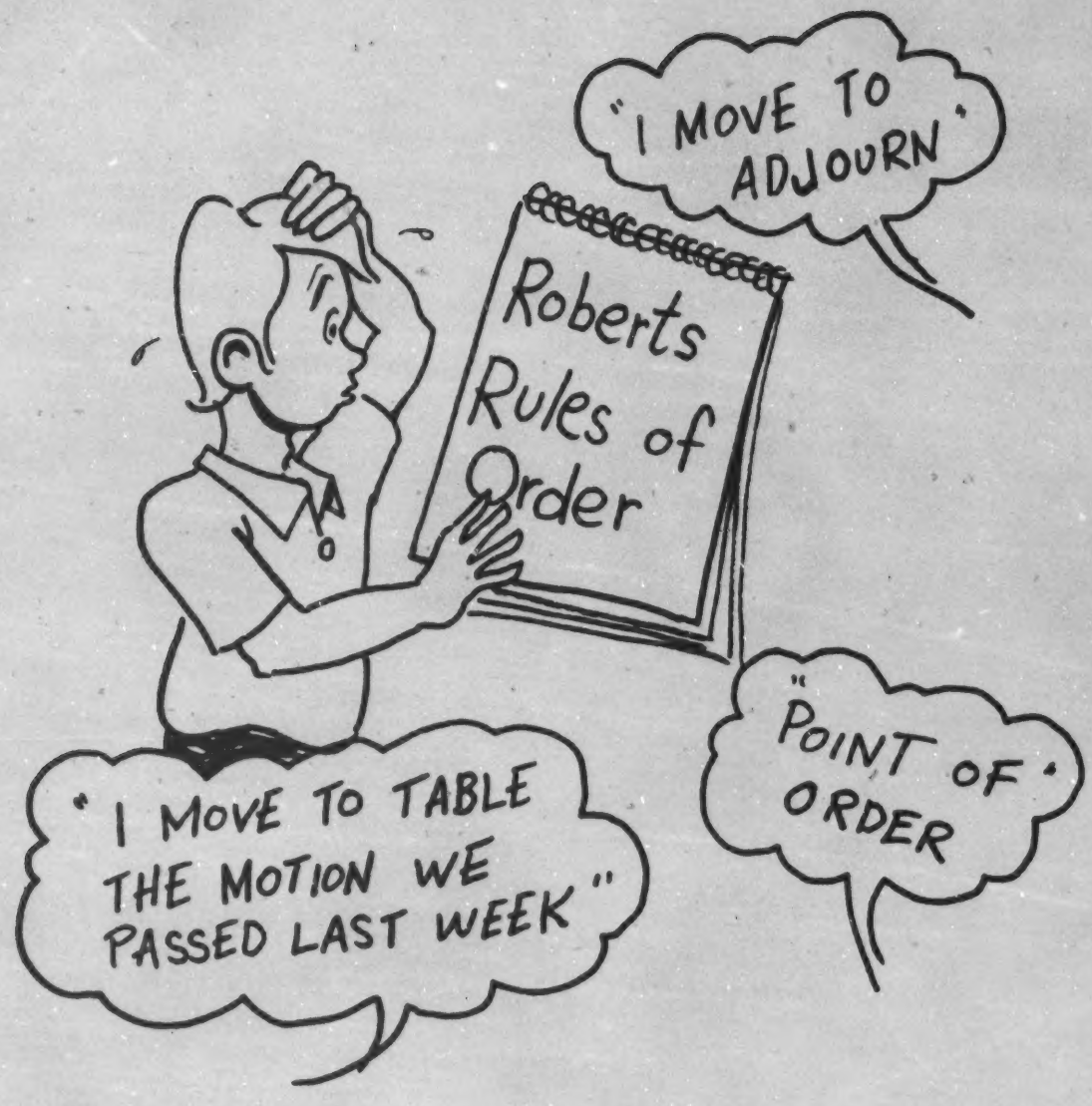
OBJECTIVES

At the completion of the GIG you will be able to:

1. *introduce business at the proper time during the meeting.*
2. *properly obtain the floor during a meeting.*
3. *make all four types of motions during a meeting.*
4. *"state the question, call for discussion, move a previous question, and vote."*

INSTRUCTIONAL ACTIVITIES

1. The first instructional activity for this part of the unit involves an instructional activity called Parliamentary Procedure Simulation.
2. As a second activity, obtain the reading Do you know how to pound a gavel? from your instructor and act out the meeting described in the reading.
3. Proceed to the Procedures for Individual Projects (PIP) for this unit.


"I MOVE TO ADJOURN"
Roberts Rules of Order
"I MOVE TO TABLE THE MOTION WE PASSED LAST WEEK"
"POINT OF ORDER"

PARLIAMENTARY PROCEDURE SIMULATION

(BASIC INFORMATION SUMMARY: BIS)

This part of the unit involves you in applying what you have learned about parliamentary procedure. The instructional activity, Parliamentary Procedure, describes a fictitious situation that requires you to use what you have learned about parliamentary procedure.

DIRECTIONS FOR PARLIAMENTARY PROCEDURE

1. Divide the group into several smaller groups.

2. Your group has the challenge of deciding what action the chair should take in each of the following situations. Read through each situation and decide as a group what action the chair should take. One member of the group should record the actions decided upon and the reasons for such action.

Situation A: Delegate X stands and is recognized by the chair. Delegate Y stands while Delegate X is speaking and is asked to be seated by the chair since Delegate X has the floor and Delegate Y is therefore out of order. After Delegate X yields the floor, Delegate Y and Delegate Z rise at the same time. The chair happens to see Delegate Z rise but does not see Delegate Y rise and therefore yields the floor to Delegate Z. Delegate Y claims a point of order in that he should be recognized before Delegate Z since he had risen when Delegate X had been recognized previously.

Question: What action do you take as the chair?

Situation B: A motion has been made to adjourn and it is seconded. Delegate X moves "to call for the previous question." Delegate Y calls for a point of order.

Question: What action do you take as the chair?

Situation C: You are the chair and a main motion has been made, seconded, and stated by the chair. Discussion has taken place on the motion. Delegate X rises and is recognized by the chair. Delegate X states, "I move to lay the question on the table until 2 pm." Another delegate seconds the motion.

Question: What action do you take as the chair?

Situation D: A delegate moves to rescind the motion before the assembly. There is no second to the motion.

Question: What action do you take as the chair?

Situation E: Mr. Smith is to be in your city next week and a motion has been made to invite Mr. Smith to address the assembly at its next meeting, the meetings being weekly. The motion has been moved, seconded and discussed. Delegate X stands and is recognized. Delegate X moves that the question be referred to a committee with instructions to report at the next regular meeting.

Question: What action do you take as the chair?

3. When all groups are ready, each situation should be discussed by the total group and the correct action by the chair should be specified.

4. When you have finished, return to the GIG for this unit. Your instructor will decide what you should do next.

Answers to "Parliamentary Procedures"

Answer to Situation A: It is out of order to be standing when another has the floor (such as what happened between Delegate X and Y) and the one guilty of this violation of the rules cannot claim he rose first, as he did not rise first after the floor had been yielded. Delegate Z and Y rose simultaneously and the chair may choose that delegate he wished to recognize in this instance.

Answer to Situation B: Inquire of Delegate Y what his point of order is. In this case it would concern discussion of the motion before voting and the delegate's point of order should be allowed.

Answer to Situation C: A motion to table must be stated in the form of "I move to lay the question on the table," or, "That the question be laid on the table," or, "That the question lie on the table." It cannot be qualified in any way; if it is qualified, thus, "To lay the question on the table until 2 pm," the chair should state it properly as a motion to postpone until 2 pm, which is a debatable question, and not the motion to lay on the table.

Answer to Situation D: "The motion is lost for want of a second."

Answer to Situation E: Every deliberative assembly has the inherent right to protect itself from being imposed upon by members using parliamentary forms to prevent it from doing the very thing for which it is in session, and which these forms were designed to assist, namely to transact business. Therefore, whenever the chair is satisfied that members are using parliamentary forms merely to obstruct business, he should not recognize them, or else rule them out of order. Therefore the delegate's motion should be ruled out of order as frivolous and absurd and a call for the question on the motion before the assembly should be made. "No dilatory motion should be entertained by the chair. Dilatory means "causing or tending to cause delay.

Prepared by Dennis D. Coplen
Coordinating Council for
Occupational Education

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DO YOU KNOW HOW TO POUND A GAVEL*

(Rapping desk) Chairman: The meeting will now come to order. The secretary will call the roll. Miss ... Mr. A., Mr. Bee, Mr. Cee, Mrs. Dee, etc. ... 10 present, 3 absent; a quorum is present. (Sometimes it is well to take the roll silently and report to the Chairman that a quorum is present.)

Thank you. The secretary will read the minutes of the previous meeting. Miss ... ... the regular meeting of the Parliamentary Law Club was held October 5 in the Union Building. The president etc., ...

Thank you Miss ... Are there any corrections or additions to the minutes? Mrs. ... (A member is recognized by rising from his chair or raising his hand.) Mr. Chairman, I believe the date should be October 15 instead of October 5.

Chairman: If there are no objections, the minutes will be corrected to read October 15. (Pause) Since there are no objections, you will make the correction, Madam Secretary.

Any further corrections? (Pause) If not, the minutes stand approved as corrected. (If there are no corrections, the minutes "stand approved as read.")

We shall now hear the reports from the officers. First the president's report. (This report usually deals with matters of general policy; for example, time and place of next meeting, type of program and other information of importance to the group.)

Are there any questions about the president's report? (Pause) if not, the report stands as read. Does the vice-president wish to make a report? (This officer seldom makes a report.)

We will now hear the treasurer's report. Mr. ... Cash on hand . . . $16.00; receipts, etc. (This report is usually a meeting-to-meeting report of the financial condition of the treasury and has not been audited.)

Thank you. Are there any questions about the treasurer's report? (Pause) if not, the report will be received as read.

Chairman: We will now hear the secretary's report. Miss.... (This report does not refer to the minutes; it is a report of any important letters that have been sent or received and all the bills that have been approved for payment by the secretary and president or by the executive board).

Thank you. Are there any questions about the secretary's report? If not, it will stand as read. (The assembly may desire to vote approval or rejection of the bills. Members of the group may wish to express themselves about any letters that require action; a motion may be made for that purpose at this time. If it seems that these motions will require considerable discussion, they might better be received, again during the new business.)

We shall now hear the committee reports; first, the standing committees. Mis ... (Standing committees are those elected to serve for a certain time, say one year. Example: Program committee.) Mr. Chairman, the program committee wishes to report that Senator Brown will speak at our next meeting. Coffee and sandwiches will be served.

Thank you. Are there any questions about this committee report? (Pause) If not, the report will be received as read - Generally, committee reports need not be adopted (accepted) unless definite action is required. "Adopt" and "accept" are used interchangeably on committee reports.

Chairman: Since there are no more standing committee reports, we shall proceed to the special committee reports. Are there any special committees prepared to report? Mr. ...

Mr. Chairman, the committee to investigate the purchase of a blackboard reports that the portable blackboards range in price from three to seven dollars. The size is 3 x 4 feet.

Thank you. Are there any questions about this report? (Pause) If not, what is your pleasure concerning this information? Mr. ...

Mr. Chairman, I move that the committee purchase a blackboard that they feel is best suited to our needs. (Anyone except the Chairman and the maker of the motion may second it.) Seconded.

Chairman: Seconded. It is moved and seconded that the committee purchase a blackboard that they feel will meet our needs. Any discussion? (When discussion is over, the Chairman will then put the motion to a vote.)

Since there are no more committee reports, we shall proceed to unfinished business. (Now is the time to take up any motions that were not completed at the last meeting and are pending in the secretary's minutes.) Madam Secretary, do we have any motions pending from the last meeting? (Secretary should state motions.)

Unfinished business, if any.

Chairman: Since there is no further business, we will now consider postponed business. Madam Secretary, are there any motions in the minutes that were postponed until this meeting? (In addition to postponed motions, tabled motions may be considered at this time. Secretary reads motions.)

Postponed and tabled business, if any.

Since that completes the postponed business, the chair will receive any new business. Mr. ...

New business if any.

(After the new business is completed, the Chair will then turn the meeting over to the program committee to present the program. At the con-

clusion of the program, the committee chairman will return the meeting to the regular chairman. If there is no program planned, the Chair will receive a motion to adjourn.)

Since that completes the business for this meeting, the Chair will receive a motion to adjourn. Mr. ...

Mr. Chairman, I move that we adjourn.

Seconded.

It is moved and seconded that we adjourn. All those in favor of adjourning, say aye; opposed, no; the motion is carried. (Usually the chairman does not have to ask for a vote on this motion; he may say, "If there are no objections, we will stand adjourned. No objections? (Pause) We stand adjourned.")

SOME DO'S AND DON'TS

Chairman:

1. He should restate the motion clearly after it has been made and seconded, "It is moved and seconded that ---"

2. When a motion requires a second, he should be sure he received a second; a motion with no second should be ignored.

3. He should entertain only one main motion at one time.

4. Whenever possible, he should have the member state his motion before the latter launches into a long discussion of it.

5. He should give the maker of the motion the first chance to discuss it.

6. He should not permit anyone to speak twice on a motion until all have had a chance to speak once.

7. When voting publicly, he should vote only when his vote will change the results. When voting secretly, he shall vote when the assembly votes.

8. He should give up the chairmanship only when his comments are vigorously for or against the motion; then he may ask the vice-president or any other member to serve until the motion is disposed. Upon disposal of the motion, the temporary chairman asks the regular chairman to resume the chairmanship.

SOME DO'S AND DON'TS

Member:

1. Except in small (less than 15) groups, he should be recognized by the chair before speaking.

2. Whenever possible, he should try to state his ideas in the form of a motion.

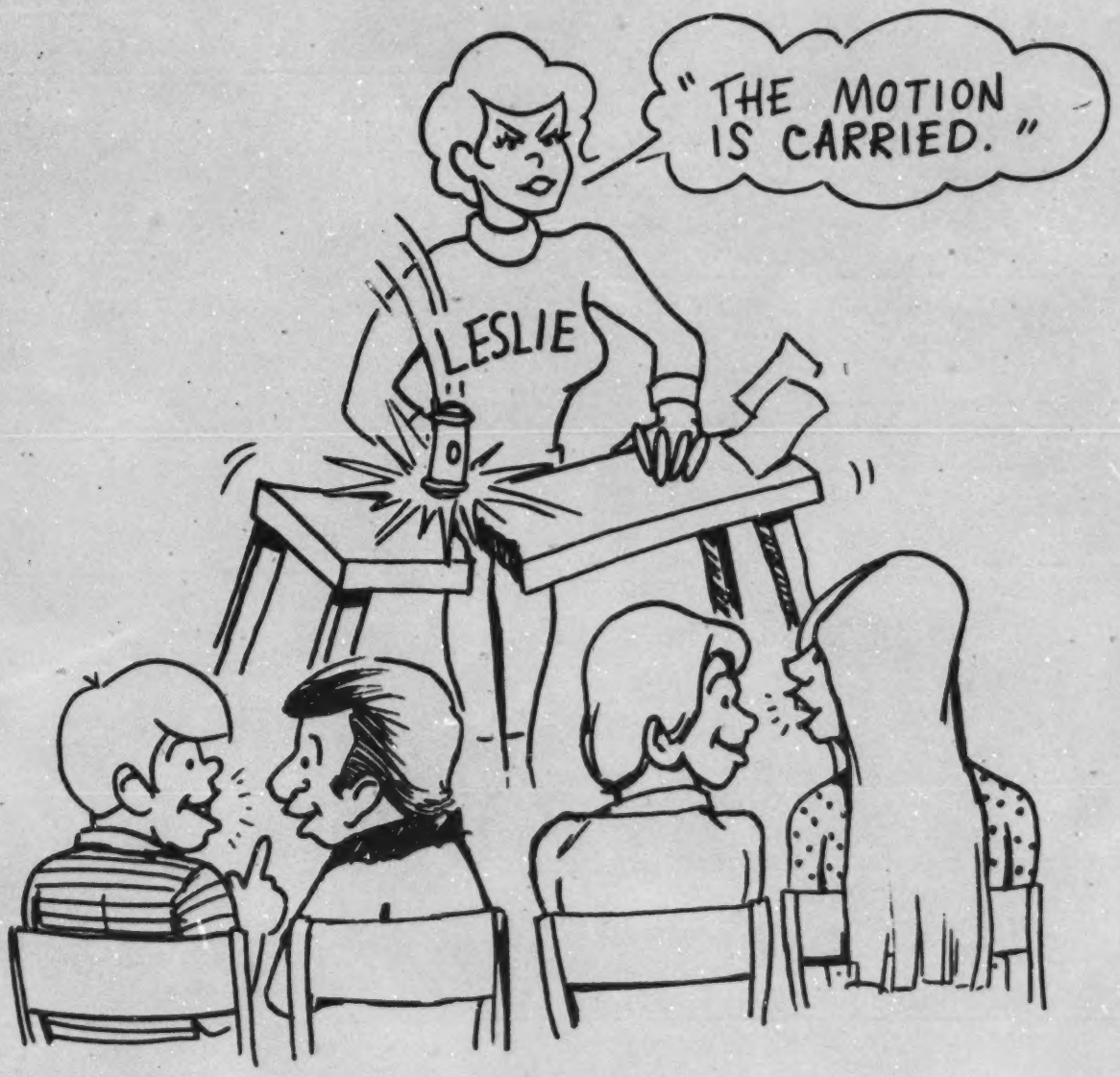
3. He should say, "I move" rather than "I make a motion."

4. May second a motion, make a nomination, call "question" or call "division" (recount vote) without rising or being recognized by the chair.

5. He should never be compelled to vote, or compelled to serve when he is nominated or appointed to an office.

6. Because a member makes a motion or seconds it, this action does not necessarily mean that he is in favor of the motion. It may mean he wishes only to get the motion on the floor.

*FROM Do You Know How to Pound a Gavel: A pamphlet distributed at the National DECA Central Region conference in Lincoln, Nebraska.


"THE MOTION IS CARRIED."
LESLIE

PROCEDURES FOR INDIVIDUAL PROJECTS
(PIP)

UNIT 3: PARLIAMENTARY PROCEDURE

INTRODUCTION

So far in this unit on parliamentary procedure, you have learned the fundaments and basic information of parliamentary procedure. You have applied this information in a mock meeting and in practice situations in the classroom. Now you will have the chance to individually work on developing your parliamentary procedure skills.

OBJECTIVES

At the completion of the PIP you will be able to:

1. *report on the effective use of parliamentary procedure*
2. *report on the effectiveness of your own parliamentary procedure skills*

INSTRUCTIONAL ACTIVITIES

1. Request permission to attend a business meeting of a civic group in your community and request permission to tape record the meeting. Also observe the meeting and take notes.
2. Listen to the tape recording at home. Check for incorrect and correct uses of parliamentary procedure. After you have done this, write a one-page report on how effectively the organization used parliamentary procedure.
3. Tape record your group's next meeting. Listen to the tape after the meeting and describe your use of parliamentary procedure during the meeting.
4. Proceed to the Self Instructional Guide (SIG) for the next unit.

SELF INSTRUCTIONAL GUIDE

(SIG)

UNIT 4: DEVELOPING GROUP GOALS

INTRODUCTION

In the first part of this unit, you will learn how to develop goals for your group as well as for yourself. Webster defines goal as "the end toward which effort is directed." It is important that you be able to develop goals wisely lest effort by the group or by yourself be directed toward an end which is not satisfying, worthwhile, and rewarding.

OBJECTIVES

At the completion of the SIG you will be able to:

1. *describe how to present and clarify a goal.*
2. *define what is meant by value.*
3. *identify what value underlies a statement.*
4. *describe how to set and maintain standards to insure goal attainment.*
5. *state the steps needed to plan a year-long program.*
6. *explain ways to motivate a group to pursue their goals.*
7. *describe what officers and members must do to effectively pursue a goal.*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary on the next page entitled Goals and Objectives.
2. Secure the following readings from your teacher and read them:

   "Planning Club Activities"
   "Purposes of OEA"
   "The FFA Program of Activities"
3. Using a separate sheet of paper, answer the Self Quiz questions found below.
4. Secure a copy of the answers to the self quiz from your teacher and check your answers. Review as needed.
5. Secure the Mastery Quiz for this unit from your teacher, answer the questions, and return it to your teacher.
6. Proceed to the Group Instructional Guide (GIG) for this unit.

SELF QUIZ

1. How does one clarify a goal?
2. What is a value?
3. What are the steps involved in developing a time plan?
4. What helps to insure the attainment of a goal?
5. What is an objective?

GOALS AND OBJECTIVES

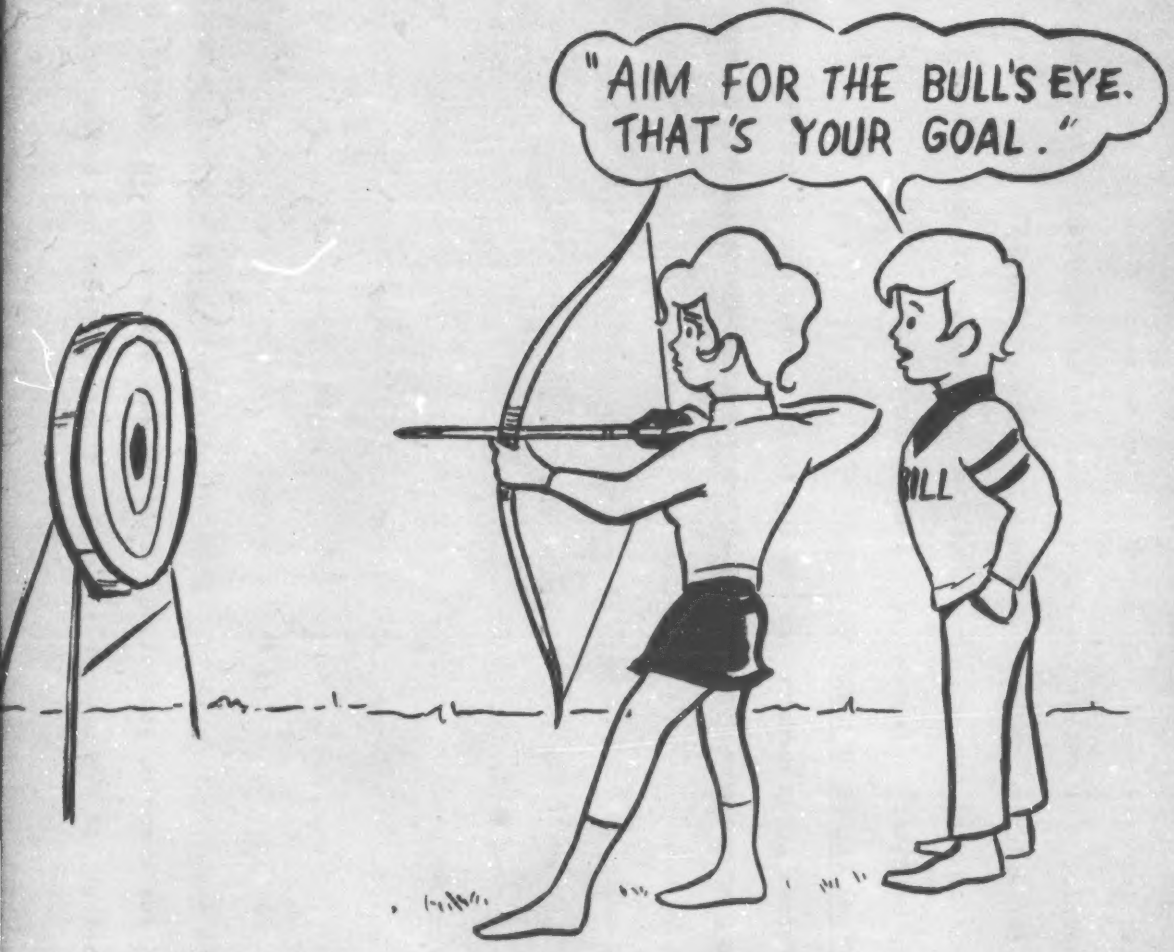
BASIC INFORMATION SUMMARY (BIS)

This part of the unit provides you with fundamental information concerning the development of group goals and personal goals. Every day we formulate numerous goals for ourselves. These goals tend to vary in terms of their importance and the amount of time we spend thinking about them. For example, your career goals are probably more important to you than your goals for enjoying the next weekend. You will undoubtedly spend more thought in deciding your career than in deciding your plans for the weekend. This unit is designed to improve your goal setting skills.

CLARIFYING VALUES OF GROUP MEMBERS

Before group members can clarify their values, the definition or meaning of the word value must be specified. A value can be defined as a stable belief by an individual that an object is desirable as a goal or action. For example, if you placed high personal value on a friendship, then that friendship would be very important to you. Take a moment to write your definition of the meaning for the term value.

You can clarify your values in four ways. First, you can become more aware of your own values and how they relate to your decisions. This requires self-examination on your part. You have to take the time to think about what your likes and dislikes are. A second and very important step is for you to make your values consistent and decide which ones are more important. For example, your values would be inconsistent (or in conflict with one another) if you were on a diet but ordered a great big banana split.


"AIM FOR THE BULL'S EYE. THAT'S YOUR GOAL."

If you had decided that the diet was a more important value than the momentary satisfaction gained by eating the banana split, then you would not have ordered the banana split. A third way you can clarify your values is to be more aware of the differences between your values and the values of others. You are probably continually discovering that other people do not value the same things that you do. This process makes you more aware of your own values. Finally, a fourth way to clarify values is to learn to tolerate the differences that exist between your values and the values of others.

Many of the proverbs we are all familiar with are based on a particular value. For example, "Do unto others as you would have them do unto you" might be said to be based on the value of love or trust. Or the saying, "If at first you don't succeed, try, try again" implies perseverence as a value. Thus it is possible to identify what value underlies a statement.

PRESENTING AND CLARIFYING GOALS

Mager (1972) has written an interesting and informal book on goal analysis. He suggests ways to clarify what we mean by our abstract (or "fuzzy") goals. Step 1 of a goal analysis is to write down the goal. Suppose your goal were "being safety conscious." By writing down the goal, we have accomplished step one of the goal analysis. Step 2 of the analysis is to describe what someone would have to do to achieve the goal. For example, a safety conscious person would follow safety rules, practice good housekeeping, encourage safety in others, etc. A list of such behaviors or performances would be made. Finally, Step 3 basically involves selecting from this list those behaviors that are essential for achieving the goal. For example,

a safety conscious person might not have to wear a "safety" button to prove that he/she was safety conscious, but a truly safety conscious person would obey all safety rules.

Your group can clarify your goals by using these three steps. Next time one of your members suggest a project or group goal, try applying these three steps to clarify the group project or goal. If you do so, your group will have a clearer understanding of the goal.

DEVELOPING OBJECTIVES

Suppose that your group decided that one of the group goals would involve an environmental clean-up project. The group agrees that this is a very worthwhile goal, but no one in the group seems to know how to go about achieving the goal. One way is to develop objectives for the project.

We will define an objective as a statement that specifies the Actors, the Behaviors, the Conditions, and the Degree needed to achieve a goal. You might call this definition the ABCD approach to objectives. One objective might be that a clean-up committee (the actors) will beautify (the behavior) the south edge of the park using equipment supplied by the park department (the condition) from 8 am until noon (the degree).

Your group will find that you can specify your goal in much clearer terms if you use the ABCD objective approach. By writing several objectives for your goal, your group will find developing group goals to be an easier task.

SETTING AND MAINTAINING STANDARDS FOR GOAL ATTAINMENT

Once the group has formulated a goal, steps must be taken to maintain the standards of work needed to successfully attain the goal. This requires excellent teamwork. The group leader(s) perform a vital function at this

point because it is their responsibility to coordinate the tasks that sub-groups, committees, or individuals are working on.

Consider the environmental clean-up example. Suppose that the group involved decided to clean up several parks located some distance apart. The group leader might have the task of transporting work parties to the various parks, coordinating rest period and lunch, and perhaps readjusting the work force to help out groups working slower than other groups. Team work would therefore be required to maintain the standard of a good quality environmental clean-up project.

MOTIVATING THE GROUP

The leader(s), as well as individual members, can help motivate a group to actively pursue its goals. Motivation is not something that can be developed by a set of rules. Motivation is the positive attitude that individuals have toward their work. But the leader(s) and individuals can help motivate the group by complimenting or praising (or showing appreciation in some other way) individuals for the work they are doing. Of course if each group member displays a positive attitude toward the group activity, then the motivation of the group will surely be at a high point.

DEVELOPING SHORT-TERM AND LONG-TERM PLANS

Developing a time plan involves three steps: 1) identifying tasks that need to be accomplished, 2) organizing these tasks sequentially in the order that they should be accomplished, and 3) setting a date for the accomplishment of each task. These three steps apply to both short-term plans and long-term plans. The difference is that long-term plans cannot be planned for as accurately. Therefore a fourth step, the readjustment of the dates for task accomplishment, is involved in long-term planning.

Returning to the environmental clean-up example, the group might develop short-term and long-term plans. The short-term plan might involve planning for a week-end clean-up project involving only members of the group. But the group might also have some long-term plans, perhaps involving a community-wide clean-up project. In formulating these long-term plans, the group would have to identify the tasks involved (step 1), organize these tasks sequentially (step 2), set dates for the accomplishment of these tasks (step 3), and periodically readjust these dates (step 4).

SUMMARY

Your group can best develop its goal by 1) helping members clarify their values, 2) clarifying group goals, 3) developing ABCD objectives for the goals, 4) maintaining high standards for goal achievement, 5) motivating the group, and 6) developing short-term and long-term plans.

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PURPOSES OF OEA*

The major purposes of OEA are the following:

Develop student leadership. By participation, planning, serving as officers, conducting meetings and cooperating with fellow students, coordinators and teachers, students can develop their leadership qualities.

Improve poise, sociability, attitude and tact. Members of this organization improve their social graces by taking an active role in office, classroom, and social activities. Many of the students enrolled in these programs have not previously had the opportunity to participate in an organization; OEA gives them the opportunity to acquire a sense of belonging for the first time.

Develop vocational competence in office occupations. Vocational competence means being qualified to enter the world of work with a job skill and a certain amount of confidence in one's ability to perform that job. Students in OEA are expected to be able to perform at least one job competently and effectively. Of course, their training is more comprehensive than this.

Promote better understanding at local, state and national levels. Student participation and fellowship at all levels promotes better programs and provides these students with a knowledge of the people, programs and activities that are being carried out elsewhere.

Learn to plan effectively. Everyone needs to know where he is and where he is going. Planning is essential to all successful activities.

Develop confidence and spirit of competition. People are competing during their entire lifetimes. Competitive events create excitement, stimulate and facilitate learning and advancement.

Learn to get along with others. Even though an individual may have skill and ability, he cannot get a job and keep it if he is unable to get along with his fellow workers.

*FROM The Official Guide by Office Education Association (Page 9)

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PLANNING CLUB ACTIVITIES*

Every club should have a carefully planned, well balanced program of work offering the members a variety of projects in which to take part. This will keep enthusiasm high and permit members with interest in different types of activities to excel. Club activities are categorized under four headings: Civic, Educational, Social, and Professional.

Below are listed suggested activities for the local club:

Civic	Educational
Safety Campaigns	Visits to Industrial Establishments
Clean-up, Paint-up Project	Guest Speakers
Needy Family Project	Visits to Other Clubs
Community Fund Drives	Debates
School or Campus Improvement	Attending Conferences
"Get-out-the-Vote" Project	
Social	**Professional**
Parents' Banquet	Regular Club Meetings
Employer-Employee Banquet	News Articles in Local Papers
Picnic, Dance, Hayride	Club Newsletter
Cookout	Club Handbook
Athletic Activities	Properly Equipped Meeting Room
Talent Night	Follow-up of Former Members
Entertainment of Future Members	

Most clubs engage in certain money-making activities during the club year in order to supplement funds in the treasury. However, circumstances vary according to communities and local school policies and the club must give careful consideration before undertaking a money-making project.

The following are suggested money-making activities:

- Concessions
- Sell Greeting Cards
- Rummage Sale
- Operate Booth at Carnival
- Sell School Supplies
- Sponsor Dance
- Raffle Cakes, Turkeys, Etc.
- Operate Secondhand Book Store
- Club Dues
- Homecoming Mum Sale

*FROM Leadership Handbook for the Vocational Industrial Clubs of America (1970; pages 105-109).

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THE FFA PROGRAM OF ACTIVITIES*

Definition

The program of activities is an outline of activities of the FFA members, determined according to the needs of the students, school and community and such activities should be carried out under the supervision of the advisor.

Inclusions

The program of activities should include the following:

A. Be in outline form.
B. Should include all the chapters' activities.
C. Should be set up annually.
D. It should be reasonable, challenging and worthwhile to accomplish.
E. The activities should be balanced to provide development of all aims and purposes of the FFA.
F. The activities should be goals the students desire to accomplish.
G. Should always provide for ways and means of accomplishing the goals.
H. Provide for adequate provision for checking on the accomplishments.
I. Each year should show marked improvement in planning.
J. Should represent the combined thinking of the entire group.
K. Work on the activities are most generally carried on outside the classroom however.
L. Integration with the classroom, ag. shop and OSEP should always be done when possible.

Precautions

A. Be sure that all investments are good financial risks.
B. Be sure to get program of activities posted on the school calendar.
C. Let the Superintendent and Principal know of your activities early in the school year.
D. Have committees give progress reports regularly to keep them active.
E. Post a chart of the activities of the program of activities.
F. Post a record of accomplishments as achieved.
G. Advisor should be available to give guidance when needed.
H. Good cooperation should always exist between committee members and other members at large.
I. Be sure to get pictures of activities and events.

*FROM Source Unit for FFA (1970) by J.A. McCracken (pages 29-30).

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Unit 4: Self-Quiz Feedback Sheet

1. Goals are clarified by goal analysis involving the following steps:

   a) write down the goal
   b) list what must be done to achieve the goal
   c) select from the list those behaviors essential for achieving the goal

2. A value is a stable belief.

3. A time plan can be developed by

   a) identifying tasks that need to be accomplished.
   b) sequencing the tasks that need to be accomplished.
   c) setting dates for the accomplishment of tasks.

4. Teamwork helps insure the attainment of a goal.

5. An objective is a statement that specifies the:

   Actors,
   Behaviors,
   Conditions, and
   Degree needed to achieve a goal.

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   Actors,
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   Conditions, and
   Degree needed to achieve a goal.

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Unit 4: Mastery Quiz

1. Which of the following is not a step in clarifying a value?
   a. Self-examination on your part
   b. Consistency in your values
   c. Inconsistency in your values
   d. Aware of the values of others

2. A value can be best described as:

   a. A fact
   b. A stable belief
   c. An idea
   d. A price

3. Which of the following statements involves a value?

   a. The sun also rises
   b. Columbus discovered America
   c. Haste makes waste
   d. Washington was the first president

4. Identify which of the following is a step in clarifying a goal:

   a. Write down the goal
   b. Achieve the goal
   c. Repeat the goal
   d. Make the goal a value

5. Which of the following is not a part of an ABCD objective?

   a. Actors
   b. Behavior
   c. Cause
   d. Degree

6. What step is less important for short-term plans, but very important for long-term plans?

   a. Identifying tasks to be accomplished
   b. Organizing tasks sequentially
   c. Setting dates for task accomplishment
   d. Readjusting dates for task accomplishment

GROUP INSTRUCTIONAL GUIDE

(GIG)

UNIT 4: DEVELOPING GROUP GOALS

INTRODUCTION

In the first part of this unit you learned how to develop goals and plan for their attainment. But there is often a big difference between knowing about something and applying what you know. Therefore, in this part of the unit you will be able to apply what you have learned about developing goals and planning for their attainment. You will be involved with your peers in two instructional games called Clear and Unclear Goals and NORC: A consensus - Seeking Task.

OBJECTIVES

At the completion of the GIG you will be able to:

1. *observe the effects of clear and unclear goals.*
2. *apply what you know about developing and attaining goals.*
3. *achieve consensus regarding a goal.*
4. *discuss your reactions to the two instructional games and their implications for your group's activities.*

INSTRUCTIONAL ACTIVITIES

1. The first instructional activity for this part of the unit involves the two instructional games called, Clear and Unclear Goals* and NORC: A Consensus - Seeking Task.* Your group should refer to the Basic Information Summary on the next few pages entitled "Goals and Consensus" where you will find directions for the two instructional games.

2. As a second activity, your group should develop a goal. Develop a time plan for the attainment of the goal attainment.

3. Proceed to the Procedures for Individual Projects (PIP)for this unit.

* Clear and Unclear Goals by National Training Laboratory (1969)

* NORC: A Consensus - Seeking Task by J. William Pfeiffer and John E. Jones (Eds.), A Handbook of Structured Experiences for Human Relations Training, Vol II (Rev.). La Jolla, Ca.: University Associates, 1974.

GOALS AND CONCENSUS

In this part of the unit you are involved in applying what you learned about developing group goals. The first activity, Clear and Unclear Goals, demonstrates the effect of having a clear as opposed to an unclear goal. The second activity, NORC, provides your group with practice at developing group agreement when you need to decide on a goal. In case you are curious, NORC stands for National Opinion Research Center, where some of the information used in the activity was obtained.

DIRECTIONS FOR CLEAR AND UNCLEAR GOALS

1. Arrange and seat the participants in circles of six to eight people.
2. Each group is to select an observer and send him to a corner of the room.
3. Brief the observers by giving each a copy of the observation guide (Sheet 1a). Tell them that the groups will work on two tasks. Their job is to make careful observations of group behavior on the two tasks.
4. Observers return to their groups but sit outside the circle.
5. Your observer will not participate but will report to you at the end of the second task. Your first task will take about eight minutes. Here is the problem for you to discuss:

   Task 1

   What are the most appropriate goals that should be established in order to maximize social development in a democratic society?

6. Groups work on the task. Observers take notes.
7. Task II

   List as many as you can of the formally organized clubs or organizations that exist in your community.

8. Groups work on second task. Observers take notes.
9. Have the observers report to the total group.
10. Discuss the characteristics of clear and unclear goals.
11. Summary by your instructor.

***

Unit 4: Observation Guide (Sheet 1a)

Your job as observer is not to participate in the meeting but to record your observations about the activity of the group. At the end of the exercise you will be asked to share your observations with the group. The following questions will help you to structure some of your observations.

1. How did the group go about solving task 1 and task 2.

2. Describe the member participation during task 1 and task 2.

3. What was the mood of the group during task 1? During task 2?

4. Compare the commitment of the group to the goals during the two tasks.

5. How quickly was the group able to finish task 1? Task 2?

6. At which task did the group work more efficiently?

7. What are your hunches and ideas about why the group performed as they did on each task?

Tear Here

Unit 4: Feedback Concerning Clear and Unclear Goals

*Characteristics of Good goals:
- Clear
- Acceptable
- Attainable
- Amendable to modification or clarification

*Clear, acceptable and attainable goals cannot always be determined in advance. The first job of any group is to clarify and modify stated goals until they are clear and acceptable.

*Clear and acceptable goals make it easier for a member to diagnose needed roles and to accept responsibility for achievement.

*Possible symptoms of unclear or unacceptable goals:
- Tension, joking or horseplay
- Getting off into side issues
- Failure to use, support, or build on worthy ideas.

Elaboration will depend upon the quality of work of the groups. It may be that the groups have sufficiently conceptualized so that little further comment is necessary.

"NOW IT'S UNANIMOUS"

NORC: A CONSENSUS-SEEKING TASK

(Basic Information Summary Continued)

Goals

I. To compare results of individual decision making and group decision making.

II. To generate data to discuss decision-making patterns in task groups.

Group Size

Between five and twelve participants, smaller groups being preferable. Several groups may be directed simultaneously in the same room.

Time Required

Approximately one hour.

Materials

I. Pencils.

II. Copies of the Occupational-Prestige-Ranking Worksheet for all participants.

Physical Setting

Small groups should be seated around tables, with the groups far enough apart so as not to disturb each other. Lapboards or desk chairs may be used instead of tables.

Process

1. Each participant is given an Occupational-Prestige-Ranking Worksheet. The task is to rank-order the items according to the instructions. Participants are to work individually during this phase, which should take no more than ten minutes.

2. Groups are formed and told to derive a ranking of the items by consensus. There must be substantial agreement (not necessarily unanimity) on the rank assigned. Three ground rules are imposed in this phase:

    1. No averaging
    2. No "majority-rule" voting
    3. No "horse-trading."

    Suggestions about how consensus can be achieved:

    1. Members should avoid arguing in an attempt to win as individuals. What is "right" is the best collective judgment of the group as a whole.

2. Conflict about ideas, solutions, predictions, etc., should be viewed as helping rather than hindering the process of seeking consensus.

3. Problems are solved best when individual group members accept responsibility for both listening and contributing, so that everyone is included in the decision.

4. Tension-reducing behaviors can be useful if meaningful conflict is not "smoothed over" prematurely.

5. Each member is responsible for monitoring the processes through which work gets done and for initiating discussions of process when work is becoming ineffective.

6. The best results grow from a fusion of information, logic, and emotion. Value judgements include members' feelings about data and about the process of decision-making.

This phase should take about thirty minutes. The worksheet is on the next page. When the groups are finished your instructor will post the right answers.

NORC: OCCUPATIONAL - PRESTIGE - RANKING WORKSHEET

Instructions: Rank the following occupations according to the prestige attached to them in the United States. Place the number 1 in front of the occupation you believe most people would think most prestigious. Rank-order the remaining occupations through 15, the least prestigious.

_____ Author of novels

_____ Newspaper columnist

_____ Policeman

_____ Banker

_____ U.S. Supreme Court justice

_____ Lawyer

_____ Undertaker

_____ State governor

_____ Sociologist

_____ Scientist

_____ Public school teacher

_____ Dentist

_____ Psychologist

_____ College professor

_____ Physician

***

ANSWERS TO NORC

Occupational Prestige Key:

1. U.S. Supreme Court justice
2. Physician
3. Scientist
4. State governor
5. College professor
6. Lawyer
7. Dentist
8. Psychologist
9. Banker
10. Sociologist
11. Public school teacher
12. Author of novels
13. Undertaker
14. Newspaper columnist
15. Policeman

PROCEDURES FOR INDIVIDUAL PROJECTS

(PIP)

UNIT 4: DEVELOPING GROUP GOALS

INTRODUCTION

In the first part of this unit you learned about goals, personal values, and ways to achieve goals. In the second part of the unit you participated with your peers in an instructional game designed to structure the application of what you had learned about goals. In the third part of the unit you are encouraged to explore the role that goals play in your life.

OBJECTIVES

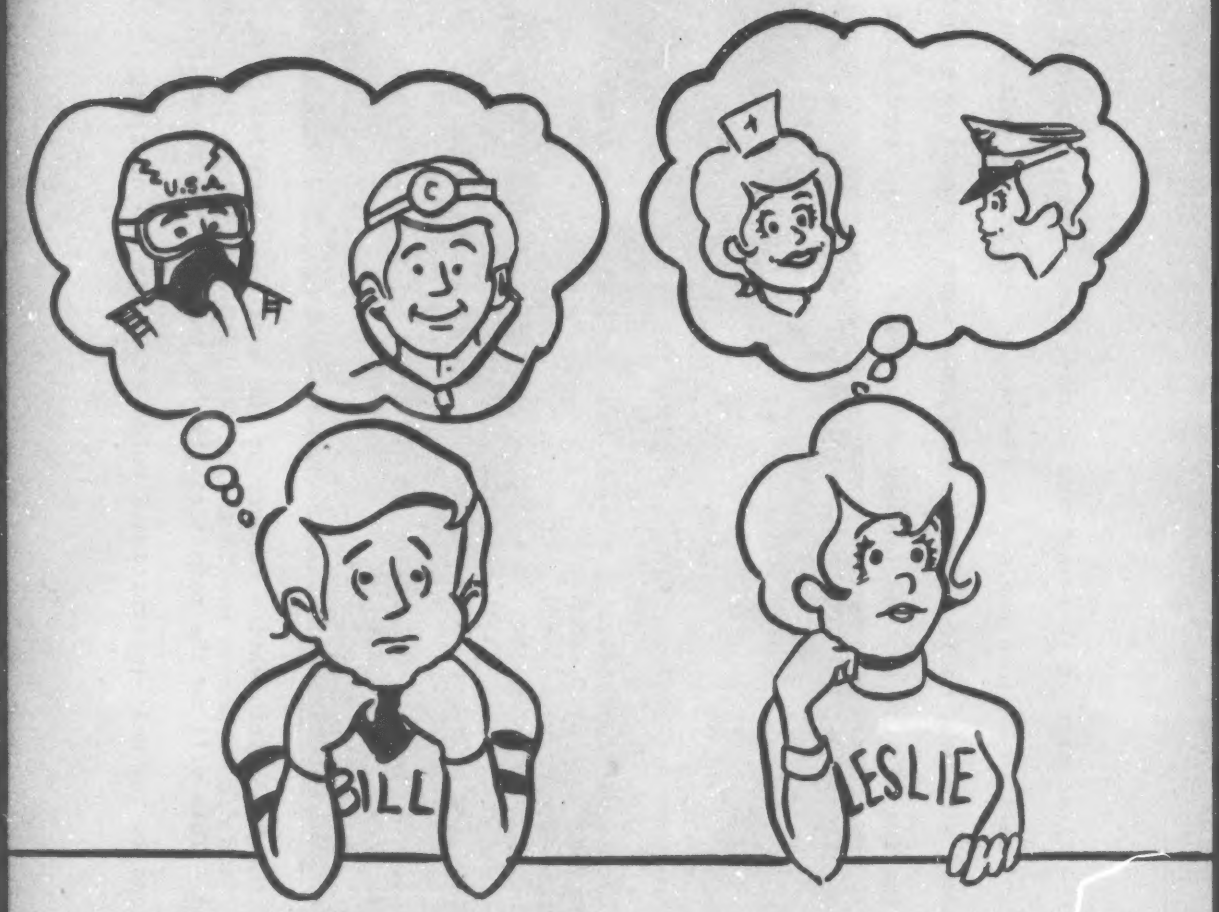
At the completion of the PIP you will be able to:

1. *develop a goal concerning an area of your life where you would like to improve your leadership skills.*
2. *describe the value underlying the goal you develop.*
3. *formulate a time plan outlining steps to attain the goal you develop.*
4. *develop a long-range leadership goal.*
5. *describe the personal value involved in the long-range goal you develop.*
6. *describe the steps involved in the attainment of the long-range goal you develop.*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary on the next page entitled LEAD. You will find directions on how to respond to LEAD: A Program for Planning Ahead. This will be the main activity for this part of the unit.

2. Proceed to the Self Instructional Guide (SIG) for the next unit.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LEAD

(BASIC INFORMATION SUMMARY: BIS)

This part of the unit involves you in an activity called LEAD: A Program for Planning Ahead. LEAD is designed for use by the individual who wants to clarify his or her leadership goals. In the group activity for this unit you saw how an unclear goal causes confusion. LEAD is designed to help you clarify your personal leadership goals so that you will be clearer about the role of leadership in your life.

LEAD: A PROGRAM FOR PLANNING AHEAD

1. Write down one of your leadership goals.

2. What is the value underlying the goal you have written?

3. Is this value consistent with your other values? Yes_____ No_____
4. Is this value different from the values of other persons you know? Yes_____ No _____
5. If this value is different from the values of others, can you tolerate this difference? Yes _____ No _____
6. Develop a list of things you might have to do to achieve the goal.

7. Select from this list the essential things you would have to do to achieve the goal.
8. Write an ABCD objective for your goal.

9. Set a standard for attainment of your goal.

10. Write out a short-term plan to attain part of your goal

    a. Identify tasks to be accomplished
    b. Organize these tasks sequentially
    c. Set a date tasks should be accomplished

11. Write out a long-term plan to attain your goal

    a. Identify tasks to be accomplished
    b. Organize these tasks sequentially
    c. Set a date tasks should be accomplished
    d. Readjust these dates as time progresses

12. Hand in your answers to your teacher.
13. Return to the PIP and complete the instructional activities listed there.

SELF INSTRUCTIONAL GUIDE
(SIG)
UNIT 5: LEVELS OF LEADERSHIP IN A GROUP

INTRODUCTION

In this unit the idea of levels of leadership in a group is considered. All too often leadership is thought of only in terms of one person directing a group of individuals. Actually such a view of leadership is somewhat "misleading." Perhaps a more useful approach is to view the leader as the spokesman for the group. In this case, there can be many levels of leadership in a group. In this unit, three such levels are considered: leader-officer teamwork, officer-member teamwork, and member-member teamwork.

OBJECTIVES

At the completion of the SIG you will be able to:

1. *explain what is meant by leader-officer teamwork, by officer-member teamwork, and by member-member teamwork.*
2. *describe how leader-officer teamwork, officer-member teamwork, and member-member teamwork depend on one another and form what can be called a "Leadership-Chain."*
3. *describe how weaknesses exist in leadership chains.*
4. *give examples of leadership chains that exist in various life situations.*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary on the next page entitled Leadership Levels.
2. Using a separate sheet of paper, answer the Self Quiz questions found below.
3. Secure a copy of the answers to the self quiz from your teacher and check your answers. If necessary review the material in the BIS.
4. Secure the Mastery Quiz for this unit from your teacher, answer the questions, and return it to your teacher.
5. Proceed to the Group Instructional Guide (GIG)for this unit.

SELF QUIZ

1. What are the definitions of the following terms: leader-officer teamwork, officer-member teamwork, and member-member teamwork?
2. How does a leadership-chain operate?
3. What is the importance of the weakest link in a leadership chain?
4. How can leader-officers develop better teamwork amongst themselves?

LEADERSHIP LEVELS

(BASIC INFORMATION SUMMARY: BIS)

This part of the unit describes the basic ideas concerning the levels of leadership that can occur in a group. The point to be emphasized is that successful leadership requires teamwork. In democratic organizations, there are usually several levels at which individual members can work to improve their leadership skills. At the same time, individuals at different levels of leadership can learn to work effectively as a team and thereby improve the quality of leadership in the total group.

LEADERSHIP-OFFICER TEAMWORK

Leader-Officer teamwork refers to effective communication among the president or leader of a group and the various officers of the group. The leader and officers of a group should serve a good example of teamwork for the rest of the group. If group members observe that the group officers communicate effectively with one another and help one another, then the group members will be encouraged to work together as a team. However, if the leader and officers do not work together effectively as a team, then the group members are less likely to try to work together as a team.

How can the leader and officers work together as a team? One method is for the leader and officers to meet together prior to or immediately after the meeting of the total group. This provides the leader and officers the opportunity to discuss issues and approaches to problems that may have arisen.

OFFICER-MEMBER TEAMWORK

A second level of leadership in a group is officer-member teamwork. Officer-member teamwork refers to effective communication between the officers and members of a group. The most important aspect of this communication is a willingness to cooperate. For example, if the treasurer of a group requested members to pay a

LEADER
SHIP
CHAIN

special fee by a certain date, the members would be cooperating if they abided by the deadline. Or if the treasurer asked members to meet individually with him/her concerning fund raising ideas, the members would be communicating effectively with the treasurer if persons actually told the treasurer their fund-raising ideas.

MEMBER-MEMBER TEAMWORK

A third level of leadership in a group is member-member teamwork. Member-member teamwork refers to cooperation and effective communication between members of the group. Member-member teamwork is essential for committee work, for special projects such as community work, etc. and for general meetings. Member-member teamwork is perhaps the most necessary level of leadership in a group. Without member-member teamwork, little can be accomplished.

LEADERSHIP CHAIN

Leadership chain refers to the effective organization of leader-officer teamwork, officer-member teamwork, and member-member teamwork. The armed forces is an example of an organization that requires an effective leadership chain. Most businesses also require an effective leadership chain. Can you think of a leadership chain you have encountered? Can you see a leadership chain operating in state, federal, and local government? How would you describe the leadership chain for government?

To make a pun of an old saying "A leadership chain is only as strong as its weakest link." Leader-officer teamwork cannot be effective if officer-member teamwork is lacking or if member-member teamwork is lacking.

Suppose that you were president of a clothing store. Recently you noticed that the men's department has not been able to handle all of the customers, although the nearby sporting goods department has suffered from a lack of business As president, how might you establish or improve a leadership chain for this situation?

A first step step (leader-officer teamwork) might be to meet with the managers of the departments to duscuss the situation. A second step might be to request that the department managers meet with their personnel to discuss the matter (officer-member teamwork). A third step might be to hold a meeting of all employees to discuss the matter (member-member teamwork). Effective use of all three steps would result in a leadership chain.

This completes the Basic Information Summary for this part of the unit. Refer once more to the SIG to see what additional material you should read. When you are finished, your instructor will quiz you to see if you have mastered the basic information on levels of leadership in a group.

***

Unit 5: Self-Quiz Feedback Sheet

1. Leader-officer teamwork refers to effective communication among the leader and the officers of a group.

   Officer-member teamwork refers to effective communication among the officers and the members of a group.

   Member-member teamwork refers to effective communication among the members of a group.

2. A leadership chain operates through the effective organization of leader-officer teamwork, officer-member teamwork, and member-member teamwork.

3. The leadership chain is only as strong as its weakest link.

4. Leader-officer teamwork can be developed by meeting together prior to the meeting of the total group.

***

Unit 5: Mastery Quiz

Answer each question by circling the correct answer.

1. The leader and officers of a group can best improve their communication by
   a. Meeting prior to the group meeting
   b. Encouraging team work among the members
   c. Not disagreeing with one another
   d. Not listening to one another

2. Member-member team work refers to
   a. Communication between officers and members
   b. A group without a leader
   c. A non-essential aspect of leadership
   d. Effective communication and cooperation among members

3. Which of the following is an example of a leadership chain?
   a. Succession of presidents
   b. Leaders and followers
   c. The Armed Forces
   d. A class of students

4. The important aspect of a leadership chain is that
   a. Members are prisoners to the leadership chain
   b. The chain is only as strong as its weakest link
   c. A chain is necessary only in a weak group

5. The term leadership chain refers to
   a. A leader dominating a group
   b. Ineffective communication among the group members
   c. Leader-officer, officer-member, and member-member teamwork
   d. A group that is rigid in its leadership patterns

GROUP INSTRUCTIONAL GUIDE
(GIG)

UNIT 5: LEVELS OF LEADERSHIP IN A GROUP

INTRODUCTION

In the first part of this unit, you learned about some of the possible levels of leadership in a group. Now you will have the chance to apply what you learned about levels of leadership by participating in an instructional game called, African Enterprise.

OBJECTIVES

At the completion of the GIG you will be able to:

1. *develop levels of leadership in a small group exercise.*
2. *judge the effectiveness of teamwork present in a leadership chain.*
3. *discuss whether or not levels of leadership were employed by your group and the results.*
4. *develop a more effective leadership chain in your group.*

INSTRUCTIONAL ACTIVITIES

1. The first instructional activity for this part of the unit involves an instructional game called African Enterprise.* Your group should refer to the Basic Information Summary on the next page entitled African Enterprise where you will find directions regarding how to proceed.

2. As a second instructional activity, your group should discuss the effectiveness of the leadership chain that exists in your group and suggest ways to improve it. When all groups have finished discussing the leadership-chain, each group should present its suggestions to the total group.

3. Proceed to the Procedures for Individual Projects (PIP) for this unit.

*ADAPTED FROM COAL CORPORATION

"WHAT A TEAM!"
JR. CLASS CAR WASH

AFRICAN ENTERPRISE

(BASIC INFORMATION SUMMARY: BIS)

African Enterprise is an instructional game that involves you in the workings of a leadership chain. African Enterprise is the name of a fictitious coal corporation. The company needs to hire a new supervisior and your task will be to decide which job candidate is hired.

Directions for African Enterprise

1. First elect a "company president."
2. Next elect two committee chairpersons.
3. The rest of the group should "volunteer" to serve on one of the committees.
4. The two committees are to work independently, but both committees will be deciding which candidate should be hired. The company president wants to use two committees because it is important that the best qualified person be hired. To make a pun, "two committees are better than one."
5. The company president has to establish a leadership chain. The president can sit in on either committee and consult with the committee chairperson if necessary. For example, if one committee is having trouble deciding a point, the president can describe the approach used by the other committee.
6. The committees will have accomplished their work when they have decided which person to hire. Note, however, that only one candidate will be best qualified for the job. The committee must decide who this candidate is.
7. The candidates applying for the position of supervisor are as follows:

NAME:	R. Black — Passport No.: L. 345678 Date of Birth: March 2, 1933	
EDUCATION:	University of Nigeria, Degree in Mineralogy	1954
EMPLOYMENT:	Research Assistant, University of Nigeria	1954-58
	Lecturer in Mineralogy, University of Ghana	1958-63
	Manager, National Mining Board's Enugu Plant	1963-to date
LANGUAGES:	English, French, German, Hausa	

NAME:	S. White	Passport No.: H.456789	
		Date of Birth: May 4, 1930	
EDUCATION:	University of Fourah Bay, (the smallest university)		
	Degree in Mineralogy		1951
EMPLOYMENT:	Management Trainee, National Mining Board		1951-53
	N.D.B. Area Geology Officer		1954-60
	Manager, Irish Mining Co., Ltd.,		1960-to date
LANGUAGES:	English, French, Hausa		

NAME:	T. Green	Passport No.: L.234567	
		Date of Birth: June 5, 1931	
EDUCATION:	University of Nigeria, Degree in Mineralogy		1951
EMPLOYMENT:	Management Trainee, National Mining Board		1951-53
	Ass't Manager, N.D.B. Cheshire Plant		1954-61
	Manager, N.D.B. Cheshire Plant		1954-61
LANGUAGES:	English, Hausa		1961-to date

NAME:	U. Short	Passport No.: H 678901	
		Date of Birth: July 6, 1936	
EDUCATION:	University of Ghana, Degree in Mineralogy		1955
EMPLOYMENT:	Junior Engineer, Mining Research Station		1955-61
	Chief Engineer, Liberian State Mining Plant		1961-date
LANGUAGES:	English, French, Swahili, Hausa		

NAME:	V. Long	Passport No.: H789012	
		Date of Birth: July 6, 1932	
EDUCATION:	University of Nigeria, Degree in Mineralogy		1952
EMPLOYMENT:	Junior Development Engineer		
	Mining Construction Limited		1952-55
	Asst. Chief Higgling Officer, ND.B.		1956-61
	Plant Superintendent, Welsh Mining Co., Ltd.,		1961-date
LANGUAGES:	English, Welsh (slight)		

NAME:	W. Thynne	Passport No.: L. 8901234	
		Date of Birth: Aug. 7, 1929	
EDUCATION:	University of Liberia, (a private university), Degree in Mineralogy		1949
EMPLOYMENT:	Asst. Manager, Societe Debunquant D'Algerie		1949-57
	Manager, Kamchatka Mining Plant		1957-date
LANGUAGES:	English, Arabic, Hausa, Russian		

NAME:	X. Fasto	Passport No.: Z.A. 123 YB (Italian) Date of Birth Sept. 8, 1931	
EDUCATION:	University of Palinuro, (a very small college), Diploma in Astromancy		1951
	University of Ghana, Degree in Mineralogy		1954
EMPLOYMENT:	Technical Officer, Sardinian Mining Corp.		1954-60
	Manager, Guiseppi Verdi Mining Plant		1960-date
LANGUAGES:	Italian, English, Hausa		

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8. The following information should serve as the hiring criteria that your committee employs in deciding which person to hire:

Women are discriminated against in the mythical country where African Enterprise operates. The country does not have an Equal Rights Amendment. Unfortunately, one of the job applicants is female. This job applicant graduated from the smallest university. The supervisor must be able to speak Hausa and be a British subject by birth. The supervisor must have had at least three years of managing experience. The supervisor must also have passed courses in draftsmanship and astronomy but these courses are not offered at private universities. Finally, the supervisor must be a member of the Institute of Mining Engineers, which requires that members be at least 30 years of age.

9. When both committees have completed their task, they should check their answer with the instructor. Discuss (as a group) the effectiveness of the leadership chain you developed. When you have finished return to the GIG for this unit. Your instructor will decide what you should do next in the unit.

***

UNIT 5 ANSWERS TO AFRICAN ENTERPRISE

1. Your students could have made a Summary Table of Job Applicant Qualifications as follows:

SUMMARY OF CANDIDATES' QUALIFICATIONS
FOR POST OF COAL CORPORATION MANAGER AND SOLUTION

	Black	White	Green	Short	Long	Thynne	Fasto
Age:	32	35	34	29	33	36	34
Education:	Nigeria	Fourah Bay	Nigeria	Ghana	Nigeria	Liberia	Ghana
National-ity:	British	British	British	British	British	British	Italian
Languages:	Hausa	Hausa	Hausa	Hausa	No	Hausa	Hausa
Experience:	2 years	5 years	4 years	4 years	5 years	8 years	5 years

2. The following applicants are ruled out at each of the following steps:

   A. White is eliminated as a possibility because White is the only applicant who graduated from Foray Bay the smallest university and is therefore female.

   B. Thynne is eliminated from the job search because Thynne went to Liberia University which does not offer courses in draftsmanship and astronomy.

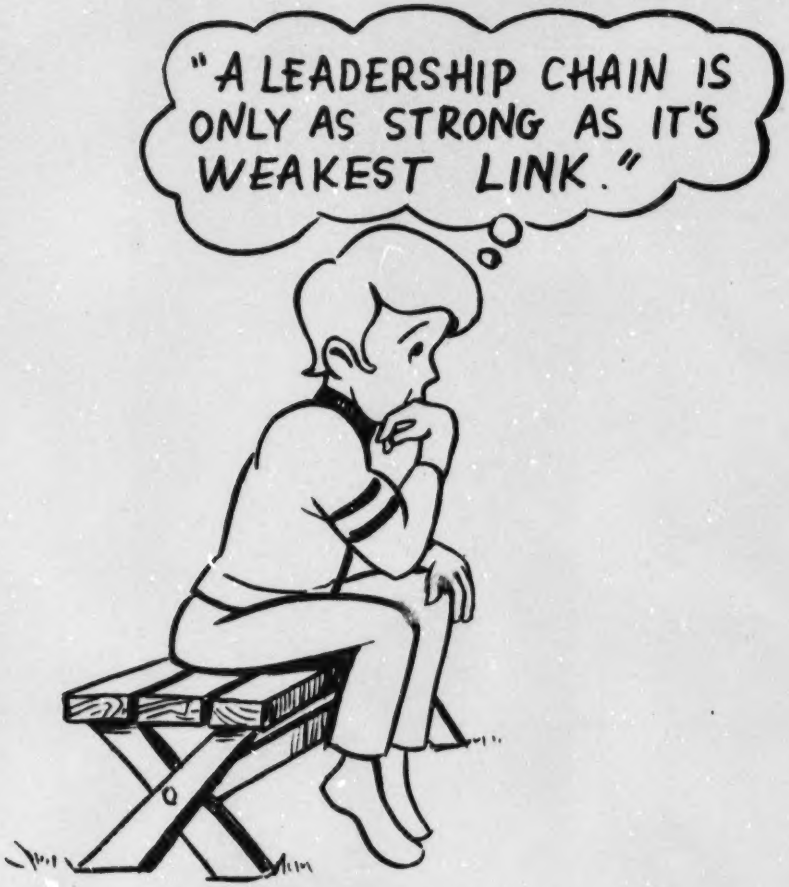
   C. Long is eliminated because he does not speak Hausa.

   D. Fasto is eliminated because he is not British.

   E. Black is eliminated due to lack of experience.

   F. Short is eliminated for not being a member of the Institute of Mining Engineers since he is not at least 30 years old.

   G. Green is hired.


"A LEADERSHIP CHAIN IS ONLY AS STRONG AS IT'S WEAKEST LINK."

PROCEDURES FOR INDIVIDUAL PROJECTS

(PIP)

UNIT 5: LEVELS OF LEADERSHIP IN A GROUP

INTRODUCTION

In the first part of this unit you learned about levels of leadership, and in the second part of the unit you and your peers had the chance to develop a leadership chain in the instructional game called African Enterprise. In this part of the unit you will be able to develop your personal ideas concerning the levels of leadership operating in a group.

OBJECTIVES

At the completion of the PIP you will be able to:

1. *design an effective leadership chain for a given situation.*
2. *describe why the leadership chain you design will be effective.*
3. *describe the advantages and possible disadvantages of the leadership chain you develop.*
4. *describe at what level in the leadership chain (that you designed) you would prefer to work.*

INSTRUCTIONAL ACTIVITIES

1. You have been given the task of designing a leadership chain for an environment clean-up project. The project involves gathering debris from along a local stream. What type of leadership chain would you suggest? Write a one-page description of the leadership chain, explaining why you think the leadership chain would be effective. What possible disadvantages might result from the leadership chain you designed? At what level in the leadership chain would you prefer to work? Why?
2. Hand in your description to your teacher.
3. Proceed to the Self Instructional Guide (SIG) for the next unit.

SELF INSTRUCTIONAL GUIDE

(SIG)

UNIT 6: SKILLS OF A GROUP LEADER

INTRODUCTION

In this unit you will learn about the skills of a group leader. The emphasis of the unit is on concrete skills that can be learned by almost anyone. These are the type of skills that you can perfect through practice. The first part of the unit provides you with basic information concerning each of the skills of a group leader. The personal characteristics of a group leader are not described in this unit. They are described in a separate, different unit.

OBJECTIVES

At the completion of the SIG you will be able to:

1. *describe four functions of a leader.*
2. *list the steps involved in problem solving.*
3. *list the steps involved in decision making.*
4. *list several tips for discussion leaders.*
5. *distinguish constructive humor from destructive humor.*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary on the next page entitled Leader Skills.
2. Secure the following from your teacher and read:
   "Leadership of Youth Groups: Leadership Skills".
3. Using a separate sheet of paper write answers to the Self Quiz questions found below.
4. Secure a copy of the answers to the self quiz from your teacher and check your answers. If necessary review the readings.
5. Secure the Mastery Quiz for this unit from your teacher, answer the questions, and return it to your teacher.
6. Proceed to the Group Instructional Guide (GIG) for this unit.

SELF QUIZ

1. What are some tips on leading discussion?
2. What are 3 problem-solving steps?
3. What are 3 decision-making steps?
4. What are four functions of a leader?

LEADER SKILLS

(BASIC INFORMATION SUMMARY: BIS)

The purpose of this part of the unit is to provide you with information about the skills of a group leader. A good leader does a variety of functions. Four basic functions of a leader are to:

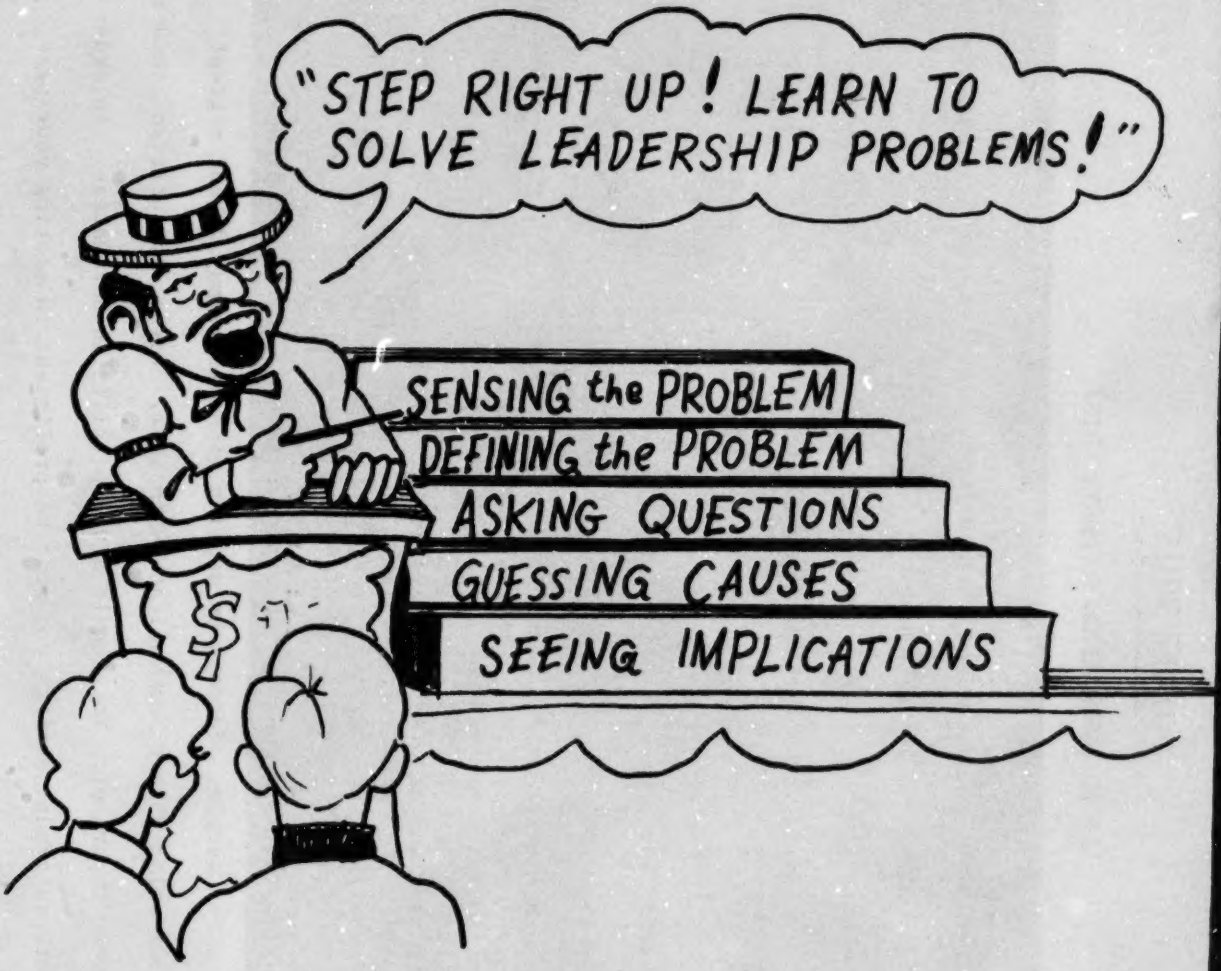
1. give all persons a chance to say what they wish (promote freedom of speech).
2. be fair in deliberations, decisions, and actions.
3. base decisions upon the will of the majority.
4. help everyone achieve their goals through group decision making and action.

A good leader possesses a variety of skills. A list of some of these skills is presented below. The effective leader must have:

1. decision-making skills.
2. communication skills - verbal and written.
3. parliamentary procedure skills.
4. public relations skills.
5. listening and understanding skills.
6. creative problem-solving ability.
7. the skill to use questions in developing group thinking.
8. have the skill to use humor effectively.

In any group it is necessary for a person to be able to communicate thoughts to other people. Success in dealing with people may depend a great deal upon your being able to communicate with them. Verbal and written communication are very important. You should develop skills in both areas. In order to participate in group meetings you must be proficient in stating your personal ideas. This may involve verbal communication with one person or with many people.

Another skill of a group leader is the ability to lead small group discussions. Even in a committee meeting, the chairperson must be able to lead the discussions so that the committee can take care of its business. There are a few basic steps outlined below which should help you lead your group


"STEP RIGHT UP! LEARN TO SOLVE LEADERSHIP PROBLEMS!"
SENSING the PROBLEM
DEFINING the PROBLEM
ASKING QUESTIONS
GUESSING CAUSES
SEEING IMPLICATIONS

discussions effectively.

1. prepare for the discussion.
2. organize the group.
3. introduce the topic.
4. keep the discussion on the topic.
5. keep the discussion moving forward.
6. give all a chance to contribute.
7. keep the discussion from becoming too heated.
8. stimulate discussion by asking questions.
9. summarize the discussion at the end of the meeting.
10. announce the next topic for discussion.

Often a leader must employ problem solving skills. Several steps that have been identified in the problem solving process are as follows:

1. sensing that a problem exists.
2. defining the problem.
3. clarifying the goal.
4. asking questions.
5. guessing causes of the problem.
6. judging if more information is needed.
7. noticing relevant details of the problem situation.
8. using familiar objects in unfamiliar ways.
9. seeing implications.

***

LEADERSHIP SKILLS *

THINGS EVERY CHAIRMAN SHOULD KNOW AND DO

1. Never start a meeting without an agenda.
2. State the purpose of the meeting at the beginning and read the agenda.
3. Keep the meeting moving.
4. Speak clearly. Be sure you are heard.
5. Prevent general hubbub. Don't let the meeting break up into a series of private conversations.
6. Talk to the whole group, not to any individual.
7. Keep the speaker talking clearly and audibly.
8. Sum up what has been said and get a decision, if the meeting has been called for action as well as information.
9. Recommend committee study, when discussion shows the meeting is not coming to an agreement.
10. Keep control of the meeting, without cutting off discussion.
11. Don't argue with any speaker. The chairman is the umpire, not a contestant.
12. If you have a comment, get another chairman to preside while you participate.
13. Be aware of the physical comfort of all -- temperature, drafts, lights, and thirst.
14. Before closing the meeting, check results. See that nothing is omitted that should be said or done.

*FROM Farmland Industry Pamphlet III.

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Unit 6: Self-Quiz Feedback Sheet

1. You can lead a discussion more effectively if you

   - prepare for the discussion
   - organize the group
   - introduce the topic
   - keep the discussion moving and on the topic
   - stimulate the discussion by asking questions
   - summarize the discussion
   - announce the next topic for discussion

2. Nine problem solving steps are:

   - sensing that a problem exists
   - defining the problem
   - clarifying the goal
   - asking questions
   - &uessing causes
   - judging if more information is needed
   - noticing relevant details
   - using familiar objects in unfamiliar ways
   - seeing implications

3. Five decision-making steps are:

   - explore and understand the problem
   - define the problem
   - consider alternative courses of action
   - choose and implement a course of action
   - evaluate your decision-making results

4. A leader should

   - promote freedom of speech
   - be fair
   - abide by the majority decision
   - help individuals achieve their goal

***

Unit 6: Mastery Quiz

Please circle the letter of the correct answer.

1. A discussion leader should:

   A. Avoid asking questions
   B. Let the group organize itself
   C. Keep the discussion moving
   D. Dominate the discussion

2. A group that knows a problem exists should first

   A. Sense that the problem exists
   B. Define the problem
   C. Guess causes
   D. Decide on a solution to the problem

3. If a leader asks a speaker (who has not been recognized according to the rules of parliamentary procedure) to be silent, that leader is

   A. Promoting freedom of speech
   B. Being unfair
   C. Disobeying the majority decision
   D. Preventing an individual from developing

4. As a decision maker, you must

   A. Not evaluate your decision
   B. Choose and implement a course of action
   C. Not think of alternative courses of action
   D. Act hastily

5. A chairman should never

   A. Recommend committee study
   B. State the purpose of the meeting
   C. Sum up what has been said
   D. Start a meeting without an agenda

GROUP INSTRUCTIONAL GUIDE

(GIG)

UNIT 6: SKILLS OF A GROUP LEADER

INTRODUCTION

In the first part of this unit you learned about the skills of a group leader. These skills are skills that you can master with practice. In this part of the unit you will have the opportunity to practice these skills by participating with your peers in an instructional game called Brainstorming: A Problem-Solving Activity.

OBJECTIVES

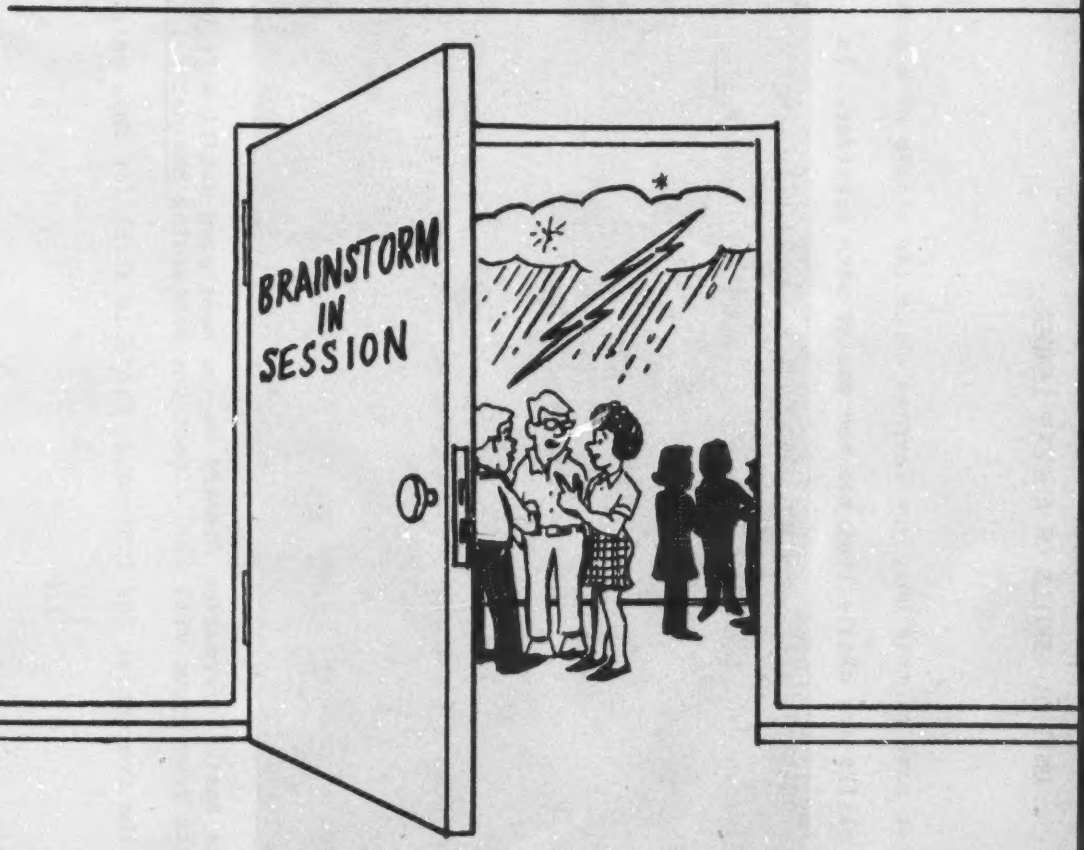
At the completion of the GIG, you will be able to:

1. *lead a small group discussion*
2. *apply the problem solving method as a group*
3. *make decisions as a group*
4. *generate several creative solutions to a problem*

INSTRUCTIONAL ACTIVITIES

1. Refer to the Basic Information Summary on the next page entitled Problem Solving where your group will find directions concerning Brainstorming*.
2. Proceed to the Procedures for Individual Projects (PIP) for this unit.

*FROM J. William Pfeiffer and John E. Jones (Eds.), A Handbook of Structured Experiences for Human Relations Training, Volume III (Rev). La Jolla, CA.: University Associates, 1974.


BRAINSTORM
IN
SESSION

PROBLEM SOLVING

(BASIC INFORMATION SUMMARY: BIS)

The instructional game for this unit is called Problem Solving. This exercise focuses on cooperation and the emergence of leadership behavior in a group problem-solving situation. Brainstorming teaches you to think creatively in problem solving.

BRAINSTORMING: A PROBLEM SOLVING ACTIVITY

Goals

1. To generate an extensive number of ideas or solutions to a problem by suspending criticism and evaluation.
2. To develop skills in creative problem-solving.

Group Size

1. Any number of small groups composed of approximately six participants each.

Time Required

1. Approximately one hour, for the described example.

Physical Setting

1. Movable chairs for all participants.

Process

(The teacher may wish to do the sample experience which follows as a preliminary to a problem-solving session involving a "real" problem that the group is faced with.)

1. The teacher forms small groups of approximately six participants each. Each group selects a secretary.
2. The teacher instructs each group to form a circle. He provides newsprint and a felt-tipped marker for each secretary and asks him to record every idea generated by the group.
3. The teacher states the following rules:

   -There will be no criticism during the brainstorming phase.
   -Far-fetched ideas are encouraged because they may trigger more practical ideas.
   -Many ideas are desirable.

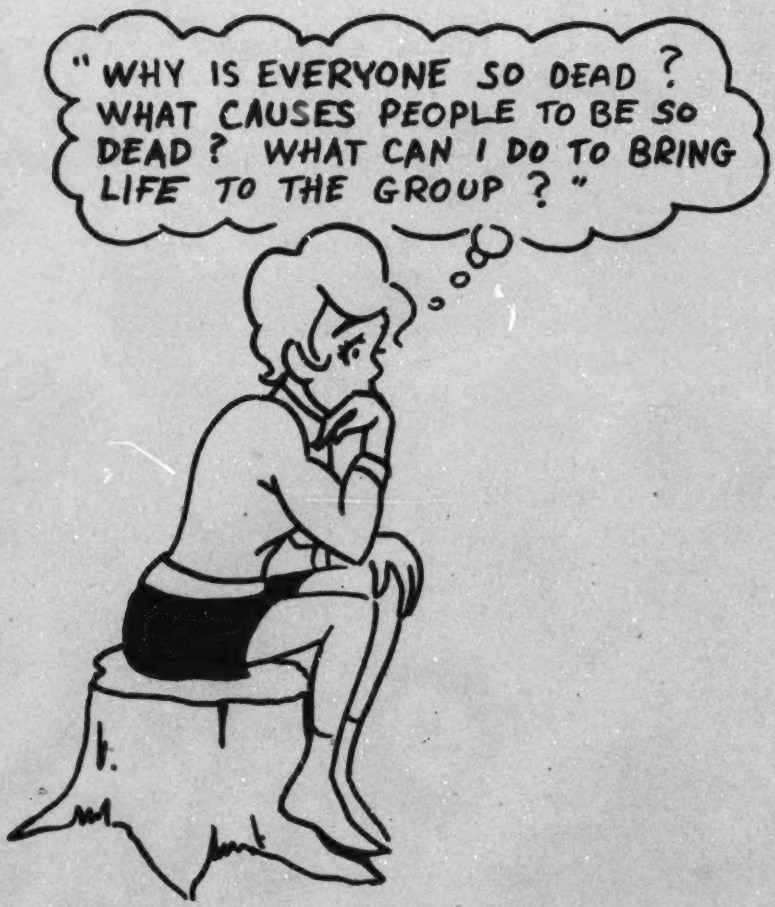
4. The teacher announces that participants are to imagine ways to improve leadership in their group. Groups are encouraged to refer back to the SIG for this unit and try to use the nine steps to problem-solving as a way to generate ideas. He tells the groups they have fifteen minutes to generate ideas.

5. At the end of the generating phase, the teacher tells the groups that the ban on criticism is over. He directs them to evaluate their ideas and to select the best ones. (If there are four or more groups, the teacher instructs two groups to share their best ideas and to form a single list.)

6. The teacher asks participants to form one large group again. Secretaries act as spokesmen and take turns presenting the best ideas from their groups. Participants explore how two or more ideas might be used in combination.

7. The teacher writes the final list of ideas on newsprint, and the group is asked to rank-order them on the basis of feasibility.

8. Your group may wish to go through the Brainstorming exercise again, substituting a problem facing your group as the topic for brainstorming.


"WHY IS EVERYONE SO DEAD ? WHAT CAUSES PEOPLE TO BE SO DEAD ? WHAT CAN I DO TO BRING LIFE TO THE GROUP ?"

PROCEDURES FOR INDIVIDUAL PROJECTS
(PIP)
UNIT 6: SKILLS OF A GROUP LEADER

INTRODUCTION

In this unit you have been learning about the skills of the group leader. You have learned about and applied leadership skills such as guiding discussion, using humor, and fostering problem solving. Now you have the chance to pull all these skills together in this part of the unit. You will probably have a leadership responsibility at some point in your life, so do your best in this part of the unit.

OBJECTIVES

At the completion of the PIP you will be able:

1. *to brainstorm*
2. *to employ problem solving techniques*
3. *to make decisions effectively*

INSTRUCTIONAL ACTIVITIES

1. If you want to be a creative leader, you will have to have an imagination plus a working knowledge of traditional activities and goals which you are working toward. Write a one-page description of how you would employ problem solving steps to solve the problem of APATHY in a group that has recently been formed. Assume that you are the leader. Refer back to the nine problem solving steps presented in the SIG. The class may want to discuss the solutions.
2. Proceed to the Self Instructional Guide (SIG) for the next unit when you have completed Creative Leadership.

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SELF INSTRUCTIONAL GUIDE

(SIG)

UNIT 7: PERSONAL CHARACTERISTICS OF A GROUP LEADER

INTRODUCTION

In this unit the effect of the personality of the leader is considered. Six personality traits are examined in this unit. Those six personality traits are not all-inclusive and are not presented as a formula for successful leadership. It has been found that the success or failure of leadership depends, in part, on the interplay between the personality of the leader and the personality of the group members. Therefore this unit is designed to suggest how and when the leader should consider adjusting his or her personality to meet the demands of the situation.

OBJECTIVES

At the completion of the SIG you will be able to:

1. *define six personality traits of a leader.*
2. *identify which of the six personality traits a leader should emphasize or use most in a given situation.*
3. *describe what group members can do to help their leader if he or she is having trouble displaying a given personality trait in a given situation.*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary on the next page entitled Leader Personality.

2. Read the following:

   "Leadership Qualities"
   "Leadership of Youth Groups: What, Why, and How"

3. Using a separate sheet of paper, answer the Self-Quiz found below.

4. Secure a copy of the answers to the self-quiz from your teacher and check your answers. Review if necessary.

5. Secure the Mastery Quiz for this unit from your teacher, answer it, and return it to your teacher.

6. Proceed to the Group Instructional Guide (GIG) for this unit.

SELF QUIZ

1. What are the definitions for the six personality traits of the leader?
2. How do leader personality and the situation influence one another?
3. How can members help their leader deal with a situation requiring the use of a given personality trait?

LEADER PERSONALITY

(BASIC INFORMATION SUMMARY: BIS)

This part of the unit describes six personality traits of a leader. These traits are described by Gibbs (1969). The six traits are 1) self-confidence, 2) well-adjusted, 3) dominance, 4) extraversion- introversion, 5) conservatism, and 6) empathy or interpersonal sensitivity. These are traits any leader may have to a greater or lesser degree. The emphasis is not on how well the traits define the successful leader. Rather, the emphasis is on how the leader with one of these personality traits interacts with the demands of the leadership situation.

1. Self-Confidence

Self-confidence or self-assurance has been found to be related to leadership. Thus leaders tend to have more self-confidence than non leaders. The self-confidence of a leader can interact with the leadership situation. For example, the self-confident captain of a basketball team can sometimes inspire the rest of the team to play better. But if the captain became too self-confident, the rest of the team might consider the captain to be a pompous show-off.

2. Well-Adjusted

Well-adjusted leaders tend not to be anxious worriers. This seems to make sense, since anxious worrying and overly cautious actions do not win confidence from others. Leaders also tend to be able to exert will power and perseverance Occasionally, however, even well-adjusted leaders will find that a situation is so anxiety provoking that he or she will seem to act less well-adjusted. The basketball captain who is usually well-adjusted but

who becomes so anxious that he misses several key free-throws is reacting to the demands of the situation. Team members could help their leader in this situation by encouraging their leader who may thus be able to overcome the anxiety.

3. Dominance

Leaders also tend to be more dominant than nonleaders. Dominant leaders tend to be assertive. This personality trait is very much influenced by the leadership situation. Some groups prefer a dominant leader; others prefer a less dominant leader. If a dominant leader is leading a group that does not want to be dominated, then the leader will have to adjust his personality to fit the situation. But the opposite can also cause a problem. If a non-dominate leader is leading a group that wants strong direction, the group will not be satisfied with its leader. Imagine the problems presented by a non-directive football quarterback or a non-directive army officer.

4. Extroversion - Introversion

An extrovert is a very sociable person, whereas an introvert tends to be less sociable and probably shy. Leaders tend to be more extroverted, more talkative, more participating, friendlier, and more outgoing. Although extroversion generally seems to be an asset, it is possible for a leader to be too extroverted, too talkative, and too friendly. Here again the leader should be sensitive to the leadership situation and be willing to adjust to the situation.

5. Conservatism

The moderately conservative leader is not too liberal but also not too conservative. Research findings seem to show that the success of a conservative leader very much depends on the attitudes or personality characteristics

"A GOOD LEADER DEALS WITH THE FEELINGS OF GROUP MEMBERS."

of the followers. Again, it would seem wise for the leader to adjust to the leadership situation.

6. Empathy or Interpersonal Sensitivity

Leaders tend to possess more interpersonal sensitivity than nonleaders. Sensitive leaders are better able to estimate the opinions of group members. Sensitive leaders tend to see members as individuals with feelings and goals of their own. The interpersonal sensitivity of the leader seems to be a very important personality characteristic.

Summary

The six personality traits are not meant to define the personality of the successful leader. Rather, the six personality traits discussed must be considered in relation to the particular leadership situation. A personality trait can be an asset in one situation but a hindrance in a different situation. The successful leader is able to see how his or her personality is interacting with the situation and adjust if necessary.

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Leadership Qualities*

A good leader is democratic, willing to lose himself in the group, sees his job as getting the other members to think, speak, plan, and act together. He is fair and impartial--reserving his judgment until he has done his best to get the opinions of others out into the open. Sensitive to the individual, he recognizes individual differences as a potential for his group and not as a threat to his position or his program.

GOOD LEADER	POOR LEADER
HIS PHILOSOPHY IS:	HIS PHILOSOPHY IS:
1. To be prepared thoroughly but never to parade his knowledge.	1. To demonstrate in every way the fact that he should be boss.
2. To accept host role of encouraging others to participate.	2. To blanket discussion by show of his knowledge. Drives! Orders! Demands!
3. To set example of interest and alertness.	3. To be late in arriving. Free to have private sessions while others are talking.
IN ACTION, HE:	IN ACTION, HE:
1. Knows that his tenseness or ease will be reflected in the group.	1. Is totally insensitive to the group as individuals. Will act any way he pleases.
2. Draws out all members and all sides of questions to avoid the killing effect of conformity.	2. Seeks agreement with his ideas. Conformity at all costs! Discredits ideas differing from his own.
3. Allows some subject deviation, breaks or humor--but will get members back to business.	3. Fails to sense boredom, restlessness. No humor. No breaks. Makes members butt of joke for personal advantage.
4. Is sensitive to the difference of individuals.	4. Doubts, is impatient, sharp, sarcastic, critical of different ideas.

*FROM Vocational Education in Agriculture: Personal Development (1971)

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LEADERSHIP: WHAT, WHY, AND HOW*

WHAT IS LEADERSHIP

Leaders aren't born; they're developed, almost completely by their own effort.

Leadership isn't a mystical trait that one individual has and another has not. It is learned behavior that anyone can improve by study and application. You can be a leader if you have the determination to develop the abilities that make a leader.

WHAT DOES A LEADER DO?

Sometimes people confuse leadership with bossing. There's a difference:

The boss drives men --
  the leader guides them.
The boss depends on authority --
  the leader on good will.
The boss creates fear --
  the leader develops confidence.
The boss assigns tasks --
  the leader sets the pace.
The boss says, "I" --
  the leader says, "We."
The boss says, "Go" --
  the leader says, "Let's go."

HOW DO YOU LEARN TO LEAD?

There are five steps you can take to become a good leader:

1. Study the qualities of recognized good leaders.

2. Study yourself, picking out your weak and strong points.

3. Develop yourself as a good follower. You will learn that he who cannot obey cannot command.

4. Learn as much as you can about groups in general and what "makes them tick." Make sure you really understand your group.

5. Follow a definite plan of training and improvement in leadership.

Remember, leadership is a function, something you do, not merely a group of personality traits.

*FROM Farmland Industries, Pamphlet #1.

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Unit 7: Self-Quiz Feedback Sheet

1. A self-confident leader is self assured.
   A well-adjusted leader is not an anxious worrier.
   A dominant leader is assertive.
   An extraverted leader is sociable.
   A conservative leader is not liberal.

2. Leader personality and the situation interact.

3. Members can often help a leader, for example, overcome anxiety, by their encouragement.

***

Unit 7: Mastery Quiz

Answer the following questions by circling the correct answer.

1. Leaders who are not anxious worriers tend to be
   a. self confident
   b. Well adjusted
   c. Dominant
   d. Conservative

2. A non-directive army officer should perhaps be more
   a. Sensitive
   b. Extroverted
   c. Dominant
   d. Conservative

3. A leader who is too talkative should perhaps be less
   a. Self confident
   b. Well adjusted
   c. Sensitive
   d. Extroverted

4. If a group does not want to be dominated, then the leader should become less
   a. Introverted
   b. Self confident
   c. Sensitive
   d. Dominant

5. Leaders who see members as individuals possess
   a. Interpersonal sensitivity
   b. Dominance
   c. Introversion
   d. Extroversion

GROUP INSTRUCTIONAL GUIDE

(GIG)

UNIT 7: PERSONAL CHARACTERISTICS OF A GROUP LEADER

INTRODUCTION

In the first part of this unit you learned about the interplay between the personality of the leader and the situation. In this part of the unit you will apply what you have learned about leader personality by participating in an instructional game called Leadership Development Case Studies.

OBJECTIVES

At the completion of the GIG you will be able to:

1. *detect personality strengths and weaknesses in a leader and suggest ways a leader should deal with a situation.*
2. *help a leader realize his or her potential.*
3. *suggest alternative approaches that will allow a leader and group members to work as a team.*

INSTRUCTIONAL ACTIVITIES

1. The instructional activities for this part of the unit involve an instructional game called Leadership Development Case Studies*. Your group should refer to the Basic Information Summary on the next page entitled Leadership Development Case Studies where you will find directions for the instructional game.
2. As a second activity, your group should discuss how your group might react if a leadership development case study actually happened in your organization.
3. Proceed to the Procedures for Individual Projects (PIP) in this unit.

*Leadership Development Case Studies were adapted from work by Dennis Coplin.

LEADERSHIP DEVELOPMENT CASE STUDIES

(BASIC INFORMATION SUMMARY: BIS)

In this part of the unit you are involved in a discussion of the personal characteristics of a group leader. You will also become more aware of your own personal style and become more sensitive to the personal characteristics of others. The activity is called Leadership Development Case Studies and involves discussion of how the personal characteristics of the leader interact with the situation.

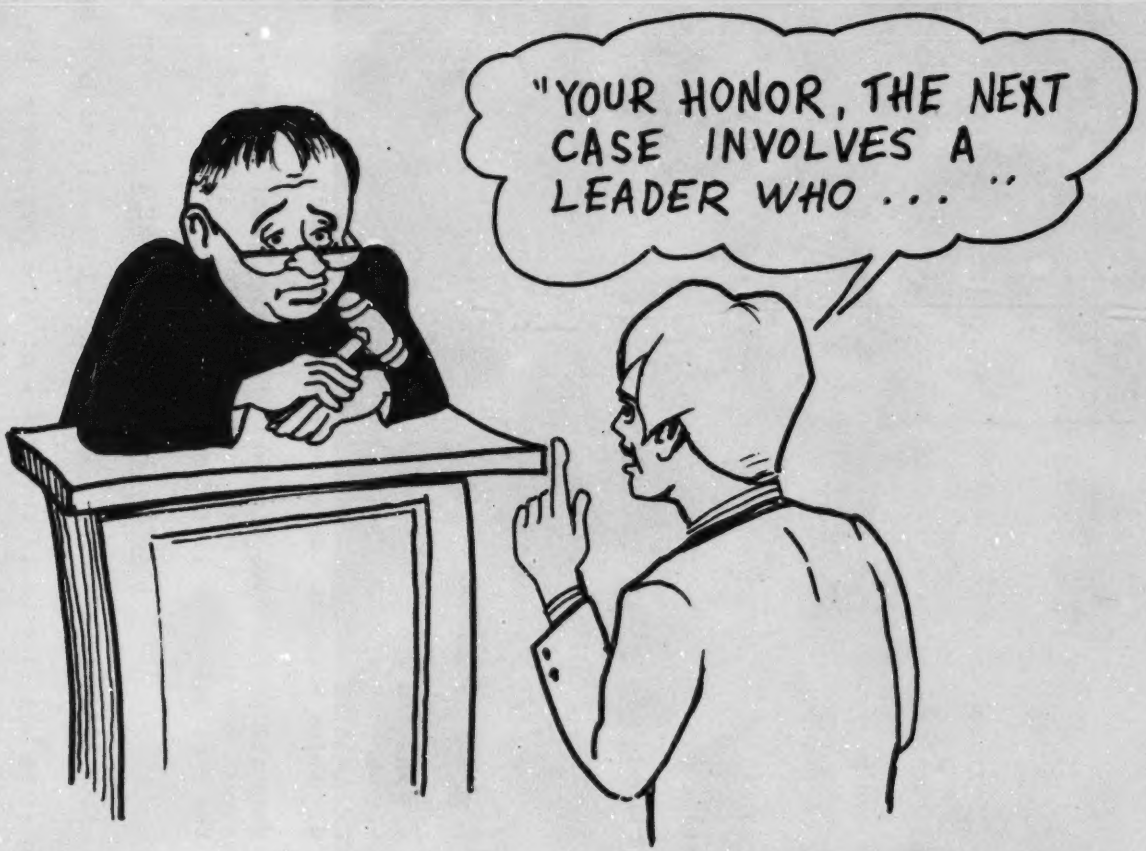
DIRECTIONS FOR LEADERSHIP DEVELOPMENT CASE STUDIES

1. Break into four small groups. Elect a discussion leader in each group.
2. Each group is assigned one of the following four case studies.
3. Read the case study, discuss it, and answer the following four questions:
   a. What is the true problem?
   b. What are the important facts to be considered in the problem?
   c. What are several possible solutions?
   d. Which solution does your group recommend? Why?
4. When all groups have finished discussing their case study, each group should describe its case study to the total group. Give your answers to the four questions listed above.

LEADERSHIP DEVELOPMENT CASE 1

Dave Brody is a student at Rodgers High School and is a senior. Last October he was elected to the office of Vice President of his local chapter. As Vice President he works with five other chapter officers including the chapter President, Jim Forbes.

Having attended a state held officer's training conference, Dave feels he is highly qualified for his office of chapter Vice President. He presents a good personal appearance, thinks well, and works hard. He has a pleasant personality and always gets along well with his friends.


"YOUR HONOR, THE NEXT CASE INVOLVES A LEADER WHO . . . "

Dave is also ambitious and wants to get ahead fast. Last October he had hoped to be elected President of his local chapter. He is now disappointed with his job as Vice President because he feels it has no potential.

After a State Workshop, Dave thinks about his office of Vice President. He thinks the other chapter officers at Rodgers High are unqualified for office and they lack drive and ambition. He feels that Jim Forbes is a mediocre individual who was somehow lucky in being elected chapter President.

After much thought, Dave decides on his plan. He will avoid work on chapter activities except speaking before professional, service and business organizations. He will speak at all the chapter and state meetings whenever possible. This tactic will give him the exposure and speaking experience he needs to become a state officer candidate.

LEADERSHIP DEVELOPMENT CASE 2

Bill Becker has always been a natural leader. In school he has always given advice and direction to his friends and classmates. About a year ago Bill suddenly realized he could get his friends to do almost anything he wanted. Since then he has become more dominant.

Bill is President of his Chapter at Mariner High School. This is his third month in office and he has learned his duties quickly. Bill has now started giving directions to the other chapter officers, but it seems they are not doing what Bill says, though he knows his directions are right.

LEADERSHIP DEVELOPMENT CASE 3

Mike Dunnigan has always been very neat and meticulous about himself as well as his work. He is a perfectionist. Mike has been a member for two years now. He has advanced from a chapter president to a Regional Vice President of the State Association. He is neat, and all correspondence is typed

and void of erasures and corrections.

Judy, also a high school student like Mike, had been appointed parliamentarian and has been in office one month. She is in the process of completing a project for the State Association and asks Mike to review the final project after it is completed. Mike reads the final project Judy has completed and sends her this letter. The letter is as follows:

Dear Judy,

The project is far short of what I expected a good state officer would ever turn out. You didn't follow any of my suggestions. We need a Parliamentarian who can do a job right--not an idiot! Next time maybe you'll ask the other officers for input and then we won't have to waste time doing the project over.

LEADERSHIP DEVELOPMENT CASE 4

Ken McDonald has been appointed to a state office of his Association and has been given the authority and responsibility of the office of State Reporter. Ken attended the state officers training conference and has been a state officer for six months. Recently the State President had asked Ken to take over the duties of State Historian as well as the duties of State Reporter.

Three months passed and Ken noticed that the State Conference was just ahead. He had planned to start on the State Scrapbook two months ago, but he couldn't decide on how to organize the scrapbook. Although he has reviewed state scrapbooks from past years, he does not feel he has enough information to lay out the scrapbook intelligently, so he has not done so. Various chapter meetings are taking place and Ken has already had requests for showing the state scrapbook, that he hasn't even started on.

Ken, quite worried about his scrapbook problem, talks to Susan, the State Secretary. Ken says, "I don't know why the State Advisor doesn't tell us what to put into this scrapbook, and how to organize it. This scrapbook problem has me so shook up my stomach hurts. The same thing happened this winter with the news articles. By the time I got the articles into a useable and interesting format, the submittal deadline for articles for the magazine had already passed."

PROCEDURES FOR INDIVIDUAL PROJECTS

(PIP)

UNIT 7: PERSONAL CHARACTERISTICS OF A GROUP LEADER

INTRODUCTION

Throughout this unit the interplay between the personality of the leader and the situation has been stressed. In the first part of the unit you learned about six personaltiy traits a leader should think about. In the second part of the unit you and your peers decided what should be done by leaders described in Leadership Development Case Studies. In this part of the unit you are encouraged to explore your personal reactions to the interplay between leader characteristics and the situation.

OBJECTIVES

At the completion of the PIP you will be able to:

1. *describe how you think you would react in a leadership situation if you were the leader.*
2. *describe how you think you would react to an action by a leader if you were a member of the group.*
3. *describe your thoughts and feelings regarding both of the above situations.*
4. *discuss the advantages and disadvantages of a leader adjusting to the demands of the situation.*

INSTRUCTIONAL ACTIVITY

1. Read the Basic Information Summary on the next page entitled Situation Leadership where you will find directions on how to proceed.
2. Write a one-page description of your reactions to Situation Leadership and give what you think might be the advantages and disadvantages of your suggested solution to Situation Leadership.
3. Discuss your answers as a group.
4. Proceed to the Self Instructional Guide (SIG) for the next unit.

"DO I HAVE TO CHANGE, OR CAN I CHANGE THE SITUATION ?"

SITUATION LEADERSHIP

(BASIC INFORMATION SUMMARY: BIS)

Directions for Situation Leadership

Read the description of a leadership situation and answer the following questions.

A. Identify the true problem.

B. What are the important facts to be considered in this problem?

C. List several possible solutions.

D. Suggest what the possible results of each solution might be.

E. Which solution would you recommend as leader? Why?

F. How would you react to the solution you recommended in question (E) if you were the member instead of the leader?

G. What are the advantages and disadvantages of a leader adjusting to the demands of the situation?

Situation Leadership

You are the leader of a large group consisting of sixty members. Your group has recently decided to undertake an environmental cleanup project. In deciding the specific aspects of this project, you find that members have very different ideas concerning what the project should involve. You have recently decided that your group lacks direction and is unable to develop a unified course of action. What do you as leader plan to do about this situation? Consider how dominance and interpersonal sensitivity on your part influence or could influence the situation. Thus far you have not tried to dominate the group's planning. At the same time you have not been able to be sensitive to group member opinions because your group is so large. With this as background information concerning the leadership situation, return to the questions posed at the beginning of the directions and answer them.

SELF INSTRUCTIONAL GUIDE

(SIG)

UNIT 8: SKILLS OF A GROUP MEMBER

INTRODUCTION

In this unit, you will learn about the skills of a good group member. Good group members are the backbone of any organization. A good leader will be ineffective if he does not have good group members to work with.

OBJECTIVES

At the completion of the SIG you will be able to:

1. *identify the characteristics of a good group member.*
2. *identify the skills of a good group member.*
3. *describe the decision making role of the group member.*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary on the next page entitled Group Member Skills.
2. Obtain a copy from your teacher of the following readings and read them:

   "Making the Individual Count"
   "Group Leadership Skills"

3. Using a separate sheet of paper answer the self quiz questions found below.
4. Secure a copy of the answers to the self quiz questions from your teacher and check your answers.
5. Secure a copy of the mastery quiz for this unit, answer the questions and return it to your teacher.
6. Proceed to the Group Instruction Guide (GIG) for this unit.

SELF QUIZ

1. What are 3 characteristics of a mature group member?
2. What are 2 skills of a good group member?
3. What is the decision making role of the group member?

WANTED
SKILLED
GROUP
MEMBERS

GROUP MEMBER SKILLS

(BASIC INFORMATION SUMMARY: BIS)

There are many desirable characteristics of a group member. A member should be dedicated to the group and its chosen goals or objectives. A member should also display a willingness to work for the organization and do the work thoroughly. Cooperation and flexibility on the member's part are also necessary components of good group membership. The group member should be honest in dealing with others. Energy and enthusiasm are also helpful characteristics as are efficiency and punctuality. However, perhaps the most important characteristic of all is that the group member be friendly and sociable. Outgoing, warm members are an asset to any organization.

A good group member also needs to have some skills. These skills are often inter-related with the previously mentioned personal characteristics. One of the most important set of skills is that of listening and communicating. These are skills that every group member should have.

Social skills are also needed by group members. Members should be familiar with the "social graces" and use them, especially when representing the group.

The above discussion of skills and characteristics is not comprehensive. It is not necessary to have every one of these skills and characteristics to be a good group member. Some are more desirable than others and some may be more pertinent to your group situation.

The group member also plays an important decision making role. Every time a member voices an opinion and takes part in a vote he or she is exercising their decision making role and in this way influences the group decision.

***

MAKING THE INDIVIDUAL COUNT*

Some principles of group activities which help develop individual members are:

1. Leaders, supervisors, and administrators trained in effective human relations are more sensitive to the needs of others.

2. Effective groups are sensitive to the needs of their members.

3. Group members can express opinions and be frank about their feelings more easily if the group is not manipulated or controlled rigidly by its leader.

4. In effective groups individuals are encouraged to feel independent, to grow and improve, and to delegate responsibility and authority.

5. Research shows the need for a wide range of individual contributions.

6. Individual action and responsibility is more likely to result from shared decision-making than from autocratic decision-making.

CHARACTERISTICS OF A MATURE GROUP MEMBER

Generally, leadership and group thinking are most effective in groups in which members have a high degree of maturity. Leaders can and should help develop group members, persons who are:

1. Sensitive to their own needs
   - A. Recognize their own needs but do not try to meet them at the expense of others.
   - B. Share their ideas, honest feelings and differences with the group.
   - C. Are ready to change their own ideas without emotional upset.
   - D. Do not dominate or monopolize the meeting.
   - E. Recognize the value of another group member, even though he may not like him personally.

2. Sensitive to other member's needs
   - A. Are aware of and ready to try to understand other's needs.
   - B. Encourage fulfillment of other's needs.
   - C. Encourage others to participate.

3. Sensitive to group needs and goals
   - A. Are ready to assume responsibilities.
   - B. Recognize the importance of being objective.
   - C. Are willing to abide by group decisions.
   - C. Are flexible and assume the roles demanded by the group.

*FROM Farmland Industries Booklet #6.

***

GROUP LEADERSHIP SKILLS

WHY DO WE JOIN GROUPS?

There are four basic reasons an individual joins a group:

Security. Most of us feel the need for acceptance, stability and a secure position in the social order. Being identified as a member of a recognized group helps fill this need.

New Experience. Groups offer the individual chances for new contacts, new friends and new responsibilities. In addition, they offer a medium for exchanging ideas, playing new roles and developing skills.

Recognition. Everyone enjoys prestige, influence and attention. Often we refuse to admit even to ourselves how important this motivation is.

Response. This is the feeling of pleasure we get from sharing with other people and feeling that our ideas are accepted. We all occasionally need people to turn to and to tell our troubles. Most of us obtain satisfaction from helping others and feeling we are needed.

FUNCTIONAL ROLES OF GROUP MEMBERS

To understand a group, you must be able to identify the kind of contribution each member makes to it. No one performs the same funciton or "plays the same role" in his group all of the time. Most of us will be limited to a few functions or roles in a particular group. In another group, our role may be quite different.

The task of a discussion group, in the broadest sense, is to select, define, and solve common problems. The roles each member and the leader play in accomplishing this task are called:

GROUP TASK ROLES

1. INITIATOR--Suggests or proposes new ideas or a changed way of regarding the group problem or goal, proposes alternate solutions, is an idea man.

2. INFORMATION SEEKER--Asks for clarification in terms of facts, evidence, examples, experience, pertinent to the problem at hand.

3. INFORMATION GIVER--Gives facts or generalizations which are "authoritative".

4. COORDINATOR--Shows or clarifies the relationship among various ideas and suggestions, tries to coordinate activities of various members or sub-groups.

5. ORIENTER--Defines the position of the group with respect to its goals or raises questions about the direction which the group thinking is taking.

***

6. EVALUATOR--Questions the "practicality", the "logic", the "facts" or the "procedure" of a suggestion or of some unit of group discussion.

GROUP BUILDING ROLES

7. ENCOURAGER--Praises, commends, agrees with and accepts the contributions of others. Indicates warmth, solidarity, satisfaction, pleasure and raises status.

8. HARMONIZER--Mediates differences, makes rational attempt to reconcile disagreements, relieves tension in conflict situations, defers "hot" issues.

9. STANDARD SETTER--Expresses standards for the group to attempt to achieve or apply standards in evaluating the quality of group processes.

*FROM Farmland Industries Conference

Unit 8: Self-Quiz Feedback Sheet

1. Mature group members are sensitive to their own needs, sensitive to other member's needs, and sensitive to group needs and goals.

   (See Making the Individual Count for this answer.)

2. A good group member must have communication skills and social skills.

3. The decision making role of the group member is to voice opinions a[illegible] cast their vote.

***

Unit 8: Mastery Quiz

1. A mature group member is

   A. Sensitive to their own needs
   B. Insensitive to other member's needs
   C. Insensitive to group needs
   D. All of the above

2. A group member is best exercising his/her decision making role by

   A. Voicing opinion
   B. Deciding not to participate
   C. Not voting
   D. Avoiding discussion

3. Communication skill involves

   A. Speaking
   B. Writing
   C. Non-verbal behavior
   D. All of the above

4. Which group task role asks for clarification?

   A. Elaborator
   B. Opinion Giver
   C. Integrator
   D. Information Seeker

5. Which group building role mediates differences?

   A. Encourager
   B. Harmonizer
   C. Standard Setter
   D. Orienter

GROUP INSTRUCTIONAL GUIDE

(GIG)

UNIT 8: SKILLS OF A GROUP MEMBER

INTRODUCTION

In the first part of this unit, you learned about the qualities and skills necessary to be a good group member. In this part of the unit, you will apply your newly gained knowledge in an instructional game called Role Nominations.

OBJECTIVES

At the completion of the GIG you will be able to:

1. *explain the roles in a group.*
2. *determine the roles you play in a group.*
3. *perform the decision making role of a group member.*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary on the next page where you will find directions concerning how to participate in Role Nominations.
2. When you have finished Role Nominations you should discuss your reactions to the instructional game.
3. Proceed to the Procedures for Individual Projects (PIP) for this unit.

*(Role Nominations: A Feedback Experience) is by J. William Pfeiffer and John E. Jones(Eds.), A Handbook of Structured Experiences for Human Relations Training, Vol. II (Rev.). La Jolla, Ca: University Associates, 1974.

ROLE NOMINATIONS

(BASIC INFORMATION SUMMARY: BIS)

Role Nominations is designed to provide the group with feedback concerning the roles which are being played in your group. Please note that no individual will be singled out. The only information to be discussed will be directed at the functioning of the total group. The purpose of the exercise is to demonstrate that leadership in a small group consists of several functions which should be shared among members.

Directions for Role Nominations

1. Divide the total group into small groups of six to twelve members.

2. Your instructor will describe nine roles that group members often play. Listen carefully to these roles. The roles are described in the SIG reading titled Group Leadership Skills.

3. On the Role Nomination Form shown on the next page, write the names of the members in your group (including your own) above the letters A through L.

4. Next you should place check marks for each role a member has played frequently in your group. For example, if person A frequently plays the role of evaluator and encourager, you would put an X across from #6 and #7 under person A's name.

5. Now fill in the Role Nomination Form. Remember to check off the roles that you yourself play.

6. When you have finished give your role Nomination Form to your instructor.

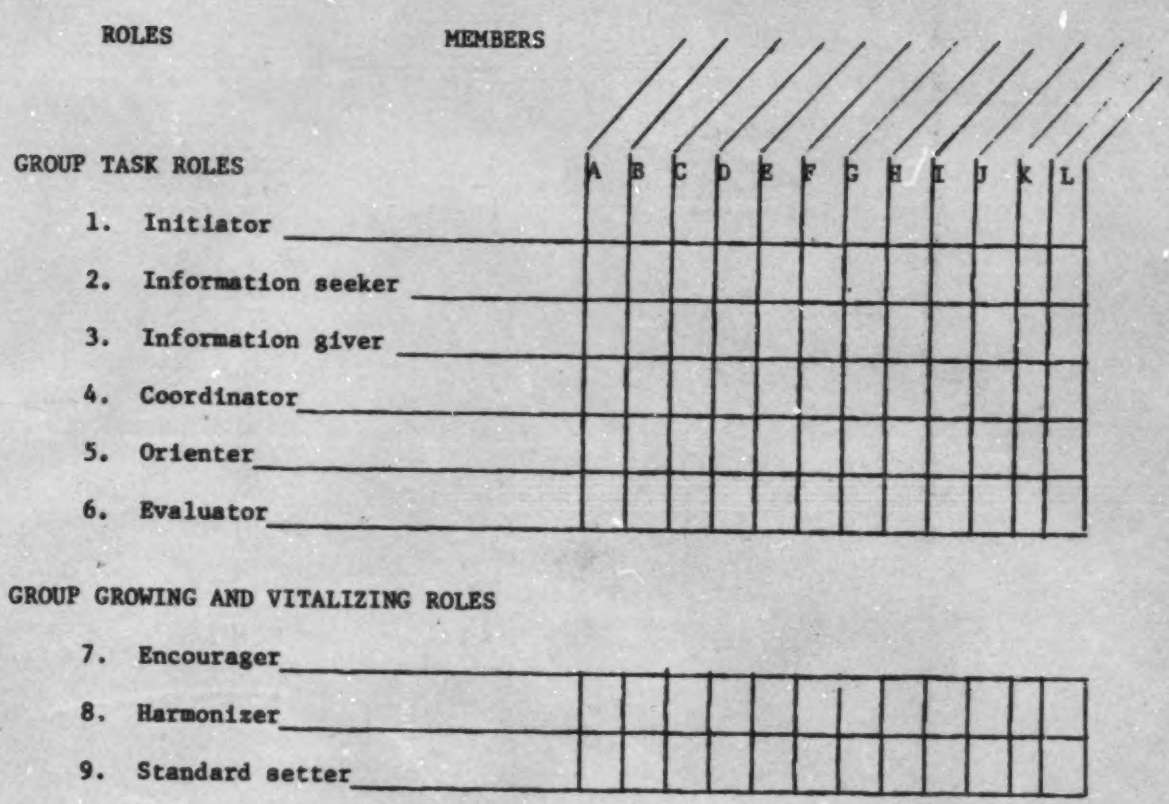
7. Your instructor will add up the nominations for the total class. In this way ANONYMITY will be maintained. The object will be to find the total number of nominations for each of the fifteen roles.

8. Your instructor will then post the number of nominations for each role.

9. Your final task is to discuss the nominations. Are too many or too few members playing particular roles? What does this tell you about the way your group functions? How might you improve the functioning of your group? Discuss these questions as a class.

ROLE NOMINATIONS FORM

DIRECTIONS: For each member place check marks in the column corresponding to the roles he has played most often in the group so far. Include yourself.



DO YOU LIKE THE
ROLE YOU'RE PLAYING?

PROCEDURES FOR INDIVIDUAL PROJECTS

(PIP)

UNIT 8: SKILLS OF A GROUP MEMBER

INTRODUCTION

So far in this unit you have considered the skills of a group member and worked at improving these skills by participating with your peers in the instructional game called, Group Member Roles. Now you have the job of examining your skills as a group member in order to identify your strengths and weaknesses.

OBJECTIVES

At the completion of the PIP you will be able to:

1. *describe your current role as a group member.*
2. *state what you would like to accomplish in the future as a group member.*
3. *describe what steps you might take to accomplish your goals as a group member.*

INSTRUCTIONAL ACTIVITIES

1. Write a page describing the roles you play in your group. Describe how you might improve your role or how you might assume a new role. Hand this into your teacher.
2. Proceed to the Self Instructional Guide (SIG) for the next unit.

SELF INSTRUCTIONAL GUIDE

(SIG)

UNIT 9: DEVELOPING GROUP COHESIVENESS

INTRODUCTION

A group must learn to cooperate as a team. Groups are made up of people with different ideas, different personalities, different backgrounds and experiences. In order for a group to be effective, there has to be a common ground where all can work and function together. In this unit, you will learn about group cohesiveness and ways to develop it in your group.

OBJECTIVES

At the completion of the SIG you will be able to:

1. *explain what is meant by group cohesiveness.*
2. *describe how competition can be an aid in developing group cohesiveness.*
3. *explain why cooperation helps develop group cohesiveness.*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary on the next page entitled Cohesive Groups.
2. Obtain a copy of the following readings from your teacher and read them:
   "Problems of Groups"
   "Understanding Your Group"
3. Using a separate sheet of paper answer the self-quiz questions found below.
4. Secure a copy of the answers to the self-quiz questions from your teacher and check your answers.
5. Secure a copy of the mastery quiz for this unit from your teacher, answer it, and return it to your teacher.
6. Proceed to the Group Instructional Guide (GIG) for this unit.

SELF QUIZ

1. How can competition be used effectively in groups?
2. What is meant by group cohesiveness?
3. What does a skillful mediator do?
4. What are some solutions to the problem of lack of member participation?
5. What are some possible causes of the failure to accept responsibility?

"I WANT TO SEE SOME COHESIVENESS ON THIS PLAY."
10
10
27

COHESIVE GROUPS

(BASIC INFORMATION SUMMARY: BIS)

Cohesive is defined by Webster as "sticking together." Applied to a group situation, cohesiveness implies cooperating to reach common purposes or goals. For a group to be productive, it must be cohesive. There are several interpersonal skills which contribute to the cohesiveness of a group. One of these skills is the ability to communicate.

Mediation is another skill that requires a concentrated effort. A skillful mediator will resolve conflicts so that all parties feel they have gained a victory of some sort. Cohesiveness can be maintained in a group through the tactful use of mediation.

Competition is another means of promoting cohesiveness within a group. As members work together toward a common goal or purpose, while competing against another group, they are drawn closer together. It is important to remember though that it must be a group effort and toward a common goal. Otherwise, competition could sometimes prove harmful if members began competing against each other rather than as a whole group against another group.

Friendly competition between two groups will improve the cohesiveness within each group. But competition within a group is likely to disrupt the cohesiveness of the group because group members may begin to distrust one another. Competion between groups (such as state or national competitions) will improve cohesiveness because all of the members within each group will be cooperating to achieve a common goal.

***

PROBLEMS OF GROUPS*

Each year, delegates attending the Iowa Leadership Training Conference for young people identify problems they encounter in groups. During Conference they study these problems, analyze their causes, and suggest possible solutions.

The problems listed at the Iowa Conference are common to most youth groups. Their suggested solutions can be used to improve your organization.

Problems of Groups:

1. The Problem -- Lack of Member Participation

   A. Some members do not participate.
   B. Younger members do not participate
   C. Members do not participate in recreation and discussions.

   Analysis of Causes

   A. Members may not understand objectives.
   B. Members may feel insecure.
   C. More aggressive members may not give them an opportunity to participate.
   D. Members may not know how to participate.
   E. Members may not be interested in program activity.

   Suggested Solutions

   A. Make sure members have a part in setting objectives.
   B. Make sure members have a part in planning programs and acitivites
   C. Size up the roles now being played by individuals and the roles they are capable of playing. Try to let each individual serve in a role that will be a challenge and in which he can succeed.
   D. Be sure to teach members how to perform the job, role or assignment if they don't know how.
   E. Provide opportunity for younger, inexperienced members to serve on a committee where they can gain experience before giving them a big assignment.
   F. Promote a friendly, helpful group spirit where no one laughs at or ridicules a person who "goofs."
   G. See that the roles of "gatekeeper" and information seeker are played to give the timid ones a chance.
   H. Keep lines of communication open.
   I. Develop group standards of "everyone participates."

2. The Problem -- Maintaining Satisfactory Membership

   A. The group is too small.
   B. Members are dropping out.
   C. It is difficult to attract new members.

***

Analysis of Causes

A. Some people may not know about the group, what it does, who may belong, how to join.
B. Present members may be cliquish and don't welcome prospective or new members.
C. The program may not be of interest to present or prospective members.
D. Some members may not have a way to get to meetings.
E. Other groups may have more attractive programs.
F. The group may have served its purpose and no longer be needed.

Suggested Solutions

A. Strive to improve atmosphere -- make it warmer, more friendly.
B. Make a list of prospective members and extend friendly, personal invitations.
C. Invite prospects to go to a meeting with you.
D. Make sure that present and prospective members understand the purposes of the group.
E. Involve members in planning a program attractive to them.
F. Give members responsibilities so they will have a role in the organization and are really important to the group.
G. Give them recognition for what they do.
H. Make them feel liked and wanted.
I. Publicize the program and activities.
J. Arrange car pools if transportation is a problem.
K. If the group has served its purpose and is no longer needed -- disband.

3. The Problems -- Members Are Not Interested in the Program

A. Programs are uninteresting.
B. There is good attendance at social functions only.
C. People have joined for the wrong reasons.

Analysis of Causes

A. Members do not identify their personal objectives with those of the program.
B. Members may have had little part in planning the program.
C. Members may not find a satisfying role in carrying out the program.

Suggested Solutions

A. Involve members in setting group objectives.
B. Involve members in planning programs they want.
C. Involve members in carrying out the program. (They should have challenging responsibilities which they are capable of carrying out successfully.)
D. Give members recognition for their contributions.

*FROM Farmland Industries - Booklet #IV.

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UNDERSTANDING YOUR GROUP

A group consists of two or more people working together toward a goal. People gathered merely to watch a fire are an aggregation; people working together to put it out are a group. There's a difference between a mob and a group: A mob breaks down each individual's self-control, and substitutes mass emotion. A group builds up the individual's personality and makes him aware of interacting with others for positive purposes.

To be classified as a group requires these necessary characteristics:

1. There must be an awareness of unity on the part of all its members.
2. There must be interpersonal relationships. Members must have a chance to contribute, learn from and work with others.
3. The members must have the ability to act together toward a common goal.

Mature and effective group members should know the answers to these questions:

1. What is expected of me as a member?
2. How freely can I express my feelings?
3. What kind of behavior will be rewarded or punished?
4. Who settles disputes?
5. How firm are the agreements and policies of the organization?
6. What is the basis for giving prestige or status to me as a member?

INDIVIDUAL ROLES

Experienced teachers working with groups tell us there is another kind of role. Some members don't contribute and seem to be trying to destroy the group itself. Identification of these roles is the first step in locating the worst problems of your organization.

1. The agressor may work in many ways -- deflating others; expressing disapproval of the values, acts or feelings of others; attacking the group or its problems; joking aggressively; showing envy toward another's contribution by trying to take credit for it, etc.
2. The blocker tends to have negative reactions and is stubbornly resistant, disagreeing and opposing without or beyond "reason." He tries to maintain or bring back an issue after the group has rejected or by-passed it.
3. The recognition-seeker works in various ways to express personal, non-group oriented "feeling," "insight," "idealogy," etc.
4. The self-confessor uses the group setting to express personal, non-group oriented "feeling," "insight," "idealogy," etc.
5. The playboy makes a display of his lack of involvement. This may take the form of cynicism, nonchalance, horseplay and other more or less studied forms of "out of field" behavior.
6. The dominator tries to assert authority or superiority. He works at manipulating the group or certain members of it. This domination may take the form of flattery, of asserting a superior status or right for attention, of giving directions, or of interrupting contributions of others.

7. The help-seeker tries to get "sympathy" from others or from the whole group by expression of insecurity, personal confusion or depreciation of himself beyond "reason."
8. The special interest pleader speaks for the "small businessman," the "grass roots" community, the "housewife," "labor," etc., usually cloaking his own prejudices or biases in the stereotype which best fits the particular need at the moment.

Several conditions cause members of a group to play these negative, individual roles. Perhaps there is a low level of skill or training among the members and leaders. They may not know how to contribute to the group. The leader may dominate the group, making all the decisions and not allowing members to contribute. Frustration from this situation will often show up.

Although dominating leaders are a problem, the opposite kind of leader, who offers no guidance, is probably a more common problem. A leader in name only, he lets the group flounder. Consequently, little satisfaction for the members is achieved.

A new group, or one composed of members inexperienced in group work, is more subject to trouble with individual roles. In these groups, a low level of group maturity, poor discipline and low morale are common.

Perhaps the activities or tasks of the group are inappropriate. Nothing causes a negative reaction quicker than group activities which are not interesting or challenging. When an activity proves dull, don't hesitate to get out of it. Your group will be stronger if it works on challenging activities.

Careful analysis of individual roles in a group helps trace causes of group problems. Training programs or organization changes can then be designed to correct the difficulties.

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Self-Quiz Feedback Sheet

1. Competition between groups can help develop cohesiveness within each group.

2. Group cohesiveness means cooperating to reach common purposes or goals.

3. A skillful mediator resolves conflicts and maintains group cohesiveness.

4. See the reading, Leadership of Youth Groups: Problems of Groups, for solutions to the problem of lack of member participation.

5. Failure to accept responsibility may be due to the fact that

   - members or leaders may feel insecure
   - members or leaders may have other things to do that are more important to them
   - members may not know what is expected of them.

***

Unit 9: Mastery Quiz

Answer the following questions by circling the correct answer.

T F 1. Competition within groups can help develop cohesiveness between each group.

2. Group cohesiveness means

   A. acting alike
   B. thinking alike
   C. cooperating
   D. competing

3. A Skillful mediator

   A. stays out of fights
   B. resolves conflicts
   C. disrupts group cohesiveness
   D. tells the group what to do

4. Lack of member participation can sometimes be solved by

   A. avoiding the gatekeeper and information-seeker roles
   B. letting each individual serve in a role that is easy
   C. breaking the lines of communication
   D. developing group standards of "everyone participate."

5. Which of the following causes for failure to accept responsibility can be solved easiest?

   A. members may not know what is expected of them
   B. members or leaders may feel insecure
   C. members or leaders may have more important things to do
   D. members may not be interested

GROUP INSTRUCTIONAL GUIDE

(GIG)
UNIT 9: DEVELOPING GROUP COHESIVENESS

INTRODUCTION

In the first part of this unit, you learned the importance of group cohesiveness and some methods to draw a group closer together. In this part of the unit, you will be using instructional games to help you apply what you have already learned about developing group cohesiveness.

OBJECTIVES

At the completion of the GIG you will be able to:

1. *actively involve all group members.*
2. *make use of member ideas.*
3. *develop cooperation in a group.*
4. *use competition to develop group cohesiveness.*

INSTRUCTIONAL ACTIVITIES

1. Refer to the Basic Information Summary on the next page entitled Group Effort, where you will find directions for Developing Group Commitment.

2. If time allows, take part in any of the following group exercises which can be obtained from your instructor:

   "An Experiment in Cooperation: Cooperation Squares Game"*
   "Model Building: Intergroup Competition Exercise"*

*An Experiment in Cooperation by National Training Laboratory (1970)

*Model-Building: An Intergroup Competition is by J. William Pfeiffer and John E. Jones (Eds.), A Handbook of Structured Experiences for Human Relations Training, Vol II., (Rev.). La Jolla, Ca: University Associates, 1974.

TRAFALGAR
LEADERSHIP
CAMP

GROUP EFFORT

(BASIC INFORMATION SUMMARY: BIS)

In this part of the unit you have the chance to experience the development of group cohesiveness. The instructional activity is called Developing Group Commitment. Developing Group Commitment helps you discover the values, decision-making ability and "natural leadership" that your group considers most important.

DIRECTIONS FOR DEVELOPING GROUP COMMITMENT

1. Each member should rank the following functions and characteristics of the ideal leader according to the importance you attach to them. Place a 1 in front of the most important, a 2 before the second most important, etc. You have seven minutes for this task.

2. After the members of your group have finished working individually, divide into two groups and arrive at a rank ordering as a group. The group has five minutes for the task. Do not choose a formal leader.

A. _____ Intellectual skills

B. _____ Maintaining cohesive work group

C. _____ Social and interpersonal skills

D. _____ Maintaining coordination

E. _____ Ethical conduct

F. _____ Communication skills

G. _____ Dominance

H. _____ Task motivation

I. _____ Emotional balance

J. _____ Experience

K. _____ Creativeness

3. After each group has ranked the functions of the ideal leader, the group rankings should be listed on a blackboard and discussed by the total group. Have some groups ranked the functions differently? What does this tell you about the total group? The correct rankings for the leader functions are dependent upon your specific group situation. The total group will have identified the correct ranking when the two smaller groups can agree on the rankings. To do so will require a good deal of group cohesiveness.

***

MODEL-BUILDING: AN INTERGROUP COMPETITION

Goals

I. To study interpersonal and intergroup competition phenomena.
II. To explore the feeling content and behavioral results of winning and losing.
III. To provide feedback to group members on their contributions in a task situation.

Group Size

This is a multigroup exercise; each group should be composed of no more than eight members. Any number of groups can be accommodated.

Time Required

Approximately one and one-half hours.

Materials

Sets of real building objects or toy building materials, such as Lock-a-Blocks, Lego Blocks, Tinkertoys, or Rig-a-Jigs. There should be enough materials so that each group can duplicate a model constructed by the teacher.

Physical Setting

The members of each group should be seated together, preferably on the floor, with the groups arranged in clusters around a small table placed in the center of the room.

Process

I. Before the meeting, the teacher or a group leader constructs a toy model which is to be duplicated by each of the groups. The model should be complex enough to require some work to duplicate, but there must be enough materials for each group to duplicate the model. All the materials are piled under the table in the center of the room, and the model is covered until further instructions are given.
II. After the groups have been arranged, the teacher announces that each group is to choose a judge from among its members. (Some members also may be chosen to function as process observers rather than participants.) Then each group has a brief meeting to discuss how its selection was made.
III. The judges assemble in the center of the room. The model is uncovered, and the judges are told that they "own" the model and the construction materials. Each group will attempt to duplicate the model. The job of the judges will be to establish any rules they wish, decide how the materials will be dispensed, and declare a winner. The judges are instructed to take ten minutes to confer among themselves, announce the rules, and signal the beginning of the work period. They may or may not state their criteria for judgment, but they must declare one group the winner.

IV. Under the rules established by the judges, each group receives materials and attempts to duplicate the model.

V. On signal from the judges, work stops and judging begins, in any manner agreed upon by the judges. A winner is declared.

VI. If process observers have been used, they report at this time. Each group, including the judges, has a ten to fifteen-minute meeting to discuss its participation. Judges may be asked to give and receive feedback. Groups may select spokesmen to report significant generalizations from their groups. The winning group may be prompted to consider the costs of winning. Losing members may be asked to offer their reactions to losing. The phenomenon of task seduction in the work period may be explored with the total group.

***

AN EXPERIMENT IN COOPERATION: COOPERATION SQUARES GAME

PURPOSE

To become more sensitive to how one's behavior may help or hinder joint problem solving.

PROCEDURE

1. Before class, prepare a set of squares and an instruction sheet for each five students. (See sheets A and B.)
2. Divide the class into groups of five and seat each group at a table equipped with a set of envelopes and an instruction sheet.
3. Ask that the envelopes be opened only on signal.
4. Begin the exercise by asking what cooperation means. List on the board requirements for cooperation. Example:
   Everyone has to understand the problem.
   Everyone needs to believe that he can help.
   Instructions need to be clear.
   Everyone needs to think of the other person as well as himself.
5. Describe the experiment as a puzzle that can only be solved with cooperation. Read the instruction aloud, point out that each table has a reference copy, then give the signal to open the envelopes.
6. When all or most of the groups have finished, call time and discuss the experience.

ANALYSIS

Ask such questions as:
How did you feel when someone held a piece and did not see the solution?
What was your reaction when someone finished his square and then sat back without seeing whether his soluton prevented others from solving the problem?
What were your feelings if you finished your square and then began to realize that you would have to break it up and give away a piece?
How did you feel about the person who was slow at seeing the solution?
If you were that person, how did you feel?
Was there a climate that helped or hindered?

***

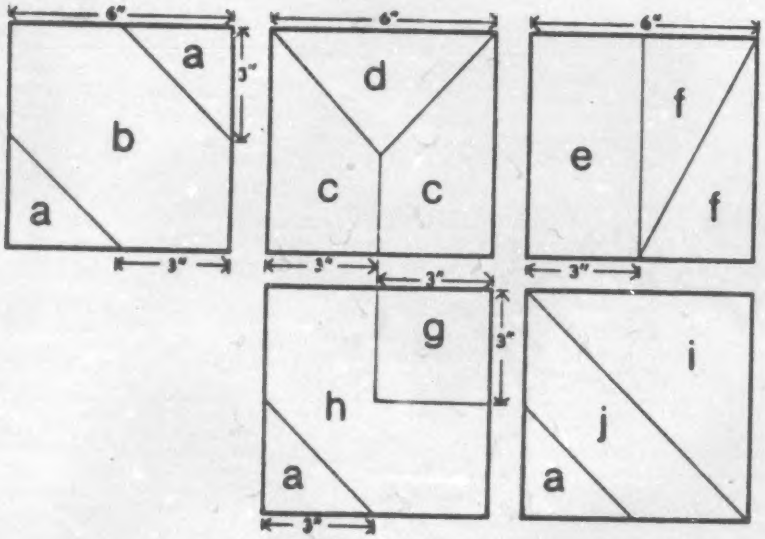
AN EXPERIMENT IN COOPERATION - A

A puzzel set consists of five envelopes containing pieces of stiff paper cut into patterns that will form 6" x 6" squares, as shown in the diagram. Several individual combinations will be possible but only one total combination. Cut each square into the parts a through j and lightly pencil in the letters. Then mark the envelopes A through E and distribute the pieces thus:

Envelope A--i, h, e
B--a, a, a, c
C--a, j
D--d, f
E--g, b, f, c

Erase the small letters and write instead the envelope letter A through E, so that the pieces can be easily returned for reuse.

By using multiples of three inches, several combinations will form one or two squares. Only one combination will form five 6" x 6" squares.



AN EXPERIMENT IN COOPERATION - B

Each person should have an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not complete until everyone has before him a perfect square and all the squares are the same size.

These are the rules:

1. No member may speak.

2. No member may ask for a card or in any way signal that he wants one.

3. Members may give cards to others.

"ALL IN FAVOR OF THE MOTION, RAISE YOUR HAND"
BILL

PROCEDURES FOR INDIVIDUAL PROJECTS

(PIP)
UNIT 9: DEVELOPING GROUP COHESIVENESS

INTRODUCTION

A group is only as good as its members want it to be. In this part of the unit you have the chance to decide how good you, as an individual, want your group to be. In the previous parts of this unit you learned about the importance of cooperation, rapport, involvement, and encouraging one another. In the instructional games you actually experienced the need for group cohesiveness. Now you will have the opportunity to consider your contributions toward developing cohesiveness in your group.

OBJECTIVES

At the completion of the PIP you will be able to:

1. *describe your effort or lack of effort in developing cohesiveness among a school group to which you belong.*
2. *formulate a goal describing your future efforts in the group.*

INSTRUCTIONAL ACTIVITIES

1. Write one page in answer to the following questions concerning <u>your</u> efforts in your group.

   A. Cite a positive personal relationship you have with a group member.

   B. Can you cite any openly hostile relationships you have with group members? If so, how can you correct for this?

   C. Describe a recent instance where you cooperated with your group.

   D. Were you a good sport in a recent competitive activity involving the group? Please describe the incident.

   E. Describe the last time you encouraged a member of your group.

2. Proceed to the Self Instructional Guide for this unit.

SELF INSTRUCTIONAL GUIDE
(SIG)
UNIT 10: EFFECTIVE COMMITTEES

INTRODUCTION

In the first part of this unit, you will learn about effective committees. An effective committee works together to get work done. Committees are used to accomplish the work of the organization. The effectiveness of a group's committees determine how productive the group will be.

OBJECTIVES

At the completion of the SIG you will be able to:

1. *list the purposes of a committee*
2. *define and give an example of a standing committee*
3. *define and give an example of a special committee*
4. *describe how to delegate authority and work to the committee*
5. *select an effective chairperson to head the committee*
6. *identify the responsibilities of a committee member*
7. *describe how the leader coordinates and advises committees*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary on the next page entitled, Committee Organization.

2. Obtain a copy of the following readings from your teacher and read them:

   "Conducting the Committee Meeting"
   "The Duties and Responsibilities of Committee Chairman"

3. Using a separate sheet of paper write the answers to the Self-Quiz questions found below.

4. Secure a copy of the answers to the self quiz from your teacher and check your answers.

5. Secure the Mastery Quiz for this unit from your teacher, answer the questions, and return it to your teacher.

6. Proceed to the Group Instructional Guide (GIG) for this unit.

SELF QUIZ

1. Why is it necessary to use committees? Why not take care of all business during the regular meeting?

2. What are the duties and responsibilities of committee members?

3. What are the duties and responsibilities of the chairperson?

"WHO WOULD LIKE TO BE A MEMBER OF THE COMMUNITY ACTION COMMITTEE ?"

COMMITTEE ORGANIZATION

(BASIC INFORMATION SUMMARY: BIS)

There are several reasons for establishing a committee. The most obvious reason is that it is very difficult to have the whole organization work on a project at once. However, several committees composed of members of the organization can do an excellent job of organizing a project. A committee can usually work much faster in making decisions and get the job done effectively.

A standing committee is a committee that is normally appointed for one year. Many times standing committees are named in the by-laws of the organization. A standing committee has certain stated responsibilities during the year. An example of this committee is a finance committee.

A special committee is one that is appointed to do a certain task in a certain length of time. When their task is done, the committee is usually disbanded. A committee such as this may be referred to as an ad hoc committee. An example of this committee might be a decorating committee for a banquet.

The organization and their officers must earn to delegate authority and work to committees. Competent and responsible members are on the committees - the officers should not do all of the work. Rather, they should organize the work and get it started. Members of the organization should help complete the job. Committees can take a lot of weight off the officers' shoulders.

An effective chairperson is the key to making your committee go. You need to have a chairperson who can provide leadership for that committee. The chairperson has to be an organizer and must also stimulate the committee to do its work. The chairperson must also do a fair share of the work. The chairperson should be allowed to choose the members who will serve on the committee.

If you are chosen to be the chairperson of a committee, you should be able to arrange the committee's membership, organization, and meeting place. Also, explain to the committee members the purpose and job of their committee. Arrange for a description of the committee work to be reported to the organization.

As committee chairperson, you are responsible for the performance of your committee. Hold frequent committee meetings and check on the progress of the committee members on their job. You must provide the leadership for the committee members, but you must also pull your weight in getting the job done.

***

CONDUCTING THE COMMITTEE MEETING*

Assume that the time and place for the chapter committee meetings have been worked out. You are ready to participate in your first meeting. What happens now? As you know, there are two different parties which accept responsibility in committee work: the chairman and the committee members. Take the chairman first.

The chairman should have an agenda ready. This is simply a list of activities and the order in which the business will be discussed. This will help prevent the committee discussion from straying from topics to be covered. The chairman is responsible for seeing that the members have responsibilities. He should supervise and help the members carry-out their assignments.

Generally the chairman need not use formal parliamentary procedure. He should enter the discussion with the other members, while guiding all the discussion.

The Chairman should not be a "boss" and should try to involve all the members by asking for their ideas and opinions.

Use the following checklist as a guide to evaluate your committee chairman:*

_____ 1. Look at the committee duties and decide what and when they should be completed.
_____ 2. Analyze the committee responsibilities and break them down into logical parts for a committee meeting. What needs to be accomplished today?
_____ 3. Prepare the agenda for committee meetings.
_____ 4. Be able to conduct a discussion giving each member an opportunity to speak.
_____ 5. Refrain from expressing his ideas too frequently.
_____ 6. Lead the discussion and summarize the decisions of the group as they develop (Summarize and gain agreement.)
_____ 7. Make every member feel that he has important contributions to make to the work of the committee.
_____ 8. Schedule meetings at convenient times and locations.
_____ 9. See that a progress report is made at the regular meeting of the organization on the activities of the committee.

A Good Committee Member:

_____ 1. Attends all meetings of the committee.
_____ 2. Does not talk to the fellows next to him about something else.
_____ 3. Enters into the discussions during the meeting.
_____ 4. Offers his ideas and makes suggestions.
_____ 5. Does not dominate the discussion.
_____ 6. Does not get mad, if things do not go his way.
_____ 7. Accepts responsibility and jobs that need to be done.
_____ 8. Completes all the jobs and responsibilities given to him.

FROM Effective Committees by Harp (1974; pages 12-15)

***

DUTIES AND RESPONSIBILITIES OF THE COMMITTEE CHAIRMAN*

A committee should consist of a committee chairman, a secretary and three or more members, depending upon the size of the chapter.

Committees must have a suitable place to meet, if best results are to be secured. A table and chairs, located in a room where there is a minimum of interference, is desirable.

Normally a Program of Activities Committee should have available the previous year's chapter program of activities including accomplishments. The committee secretary should have pencil, or pen, and paper to record the committee recommendations.

Most committees will have members who are inexperienced in committee work. They may not be acquainted with the chapter program of activities or their responsibilities as members. The chairman is responsible for making these explanations to his committee, as well as giving directions to its work.

He should have gone over the previous year's program (for his committee) with the vice-president or if possible with the executive committee for suggestions on old activities or any new ones which should be considered.

It is then the committee responsibility, under the leadership of the chairman, to recommend activities for the year.

After the committee work has been finished, the chairman or secretary should report its work to the chapter, for approval, suggestions or changes. After being approved by the chapter, the committee recommendations become a part of the chapter program of activities.

The chairman of a committee is a very valuable individual in the chapter organization. However, the activities recommended by his committee should reflect the best thinking of the combined committee members, under the leadership of the chairman.

FROM Duties and Responsibilities of Committee Members (1972)

Unit 10: Self-Quiz Feedback Sheet

1. Committees can accomplish more work because they work outside of the time constraints of a regular meeting. There is not enough time during a meeting to handle all the details involved in projects, etc.
2. A committee member should participate actively in the committee and complete all assigned responsibilities.
3. The committee chairperson should, among other things, prepare an agenda for the committee meeting, lead the discussion, and summarize group decisions.

***

Unit 10: Mastery Quiz

Answer the following questions by circling the correct letter.

T F 1. Committees can do most of the work of the chapter if they are well selected and their responsibilities are explained.

T F 2. A committee accomplishes only two goals:
1) it involves more members in chapter activities.
2) more is accomplished by the chapter.

T F 3. A standing committee takes care of special projects or activities.

T F 4. A committee does all the organization and all the work on a project.

T F 5. A standing committee is responsible only for the officer elections.

6. Which of the following are important questions in selecting the correct members for a committee:
1) which members have the skill or knowledge required?
2) which members does the chairman want?
3) which members are most interested?
4) all of the above

7. A good committee member:

1) volunteers for every task
2) gets irritated if things don't go his way
3) completes all jobs and responsibilities given to him

8. The committee chairman's primary responsibility is to:

1) do all the work
2) control the committee's meeting
3) provide leadership for the committee

GROUP INSTRUCTIONAL GUIDE

(GIG)
UNIT 10: EFFECTIVE COMMITTEES

INTRODUCTION

In the first part of this unit you learned about the effective use of committees. You learned about the various types of committees and about the roles of the chairperson and committee members. The goal of this unit is to help you develop skills as an effective chairperson and committee member. Therefore in this part of the unit you will have the chance to apply what you have learned about the effective use of committees.

OBJECTIVES

At the completion of the GIG you will be able to:

1. *cooperate with other committee members.*
2. *improve your leadership skills as a committee member.*
3. *accomplish the task assigned to the committee.*

INSTRUCTIONAL ACTIVITIES

1. The group task for this unit involves an instructional game called Committee. You should refer to the Basic Information Summary on the next page entitled Committee. Follow the directions you find there on how to organize the group activity.
2. When you have finished Committee, the class as a whole should discuss each committee's report.
3. Proceed to the Procedures for Individual Projects (PIP) for this unit.

ZZZ
FINANCE COMMITTEE
COMMUNITY ACTION COMMITTEE
ENTERTAINMENT COMMITTEE

COMMITTEE

(BASIC INFORMATION SUMMARY: BIS)

In this part of the unit your group has the chance to operate as an effective committee in an instructional game called Committee. Regardless of whether or not you are a chairperson or a committee member, the important aspect of the exercise is to pay attention to the processes (cooperation, delegation of authority, etc.) that occur.

DIRECTIONS FOR COMMITTEE

1. Elect a (temporary) president. The president picks chairpersons for three committees--a community action committee, an entertainment committee, and a finance committee. The finance committee is a standing committee whereas the other two are meant to be special committees.
2. Each committee chairperson should take turns selecting members for their committee.
3. The chairperson of each committee is responsible for:
   A. Developing an agenda for the committee meeting
   B. Conducting the committee meeting, and
   C. Reporting the decisions of the committee to the chapter.
4. Each committee should develop a proposal for a program of activities. For example, the community action committee could evaluate the pros and cons of a park clean-up project, a "get-out-the-vote" project, or a blood drive (or other charity) project. The entertainment committee could evaluate the pros and cons of a dance, a picnic, or a talent show as sources of entertainment. The finance committee could evaluate the

pros and cons of a car wash, crafts sale, or a centennial publication as sources of revenue.

5. Each committee should meet, develop a program of activities, and prepare to present their resolutions to the total group.
6. When all committees have completed their resolutions, the group leader should conduct a formal meeting to first hear the committee resolutions and then vote on their adoption. Consider the possibility of combining one or more projects during this meeting. For example, a picnic proposed by the entertainment committee might be coordinated with a park clean-up project proposed by the community action committee, or it might be coordinated with a crafts sale proposed by the finance committees.

ENTERTAIN-
MENT
COMMITTEE
AGENDA

PROCEDURES FOR INDIVIDUAL PROJECTS

(PIP)

UNIT 10: EFFECTIVE COMMITTEES

INTRODUCTION

So far in this unit on the effective use of committees, you have learned about the purposes and functions of committees. You have read about and discussed how to form effective committees. In this part of the unit you will be the chairperson in charge of submitting a report describing a committee's work proposals.

OBJECTIVES

At the completion of the PIP you will be able to:

1. *organize the committee's work and delegate responsibility*
2. *submit a report describing the committee's work*

INSTRUCTIONAL ACTIVITIES

1. Choose which of the following committees you would like to be chairperson of:
   - Community Action
   - Entertainment
   - Finance

   Prepare an agenda for your first committee meeting in which you list your ideas for possible projects. Also describe how you would accomplish the project you propose. Hand the agenda and proposal into your teacher.

2. Proceed to the Self Instructional Guide (SIG) for the next unit.

SELF INSTRUCTIONAL GUIDE

(SIG)

UNIT 11: COMMUNICATION SKILLS

INTRODUCTION

There are several types of communication. They require skill and practice to be used effectively. In this unit, you will learn to communicate more effectively by improving your basic communication skills.

OBJECTIVES

At the completion of the SIG you will be able to:

1. *identify the various types of communication.*
2. *identify necessary communication skills and techniques.*
3. *describe how to offer and accept constructive criticism or feedback.*
4. *list the components of a clear communication.*
5. *describe how to present a report to a group.*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary on the following page entitled Communication Tips.

2. Secure a copy of the following from your teacher and read them:

   "Speaking in Public"
   "Leadership of Youth Groups: Communication Skills"

3. Using a separate sheet of paper answer the self-quiz questions found below.

4. Secure a copy of the self-quiz questions from your teacher and check your answers.

5. Secure the mastery quiz for this unit from your teacher, answer the questions and return it to your teacher.

6. Proceed to the Group Instructional Guide (GIG) for this unit.

SELF QUIZ

1. What are the various types of communication.
2. How should one present a report to a group?
3. What are four of the ten commandments of communication?

COMMUNICATION TIPS

(BASIC INFORMATION SUMMARY: BIS)

This part of the unit provides you with basic information concerning communication skills. We all need to communicate. Communicating well takes skill as well as practice.

Speaking is one type of communication. Writing is a second form of communication. There is also another category of communication - nonverbal communication. This involves such things as facial expression, gestures and other bodily movements.

Listening is also important for communication. Communication is a two-way street with a sender and a receiver. Just as in football, if one of these individuals fails at his/her job, the "pass" is incomplete and communication breaks down. To prevent this breakdown, it is necessary to practice listening skills as well as speaking skills. For communication to be effective, the person you are communicating with must receive and understand your message. The success of communication depends both on the skills of the person making the communication and on the person receiving the communication.

In communicating with others, you should always show respect and consideration. Everyone is entitled to his own opinion. You do not necessarily have to agree with someone else's views in order to respect that person. You should also try to discuss things that are of interest to both of you, rather than interests that are solely yours. As stated before, listening is another necessity for good communication. Letting your mind wander during a conversation should be avoided. To improve listening skills, follow these guidelines.

-Look at the person who is speaking.
-Acknowledge that you are listening by nodding your head or occasionally interjecting an "I agree" or "that's true", etc.
-Keep alert to what it is that the person is saying.
-Ask questions
-Try to reflect on what the person has said by summarizing and putting what they've said into your own words.
-Be sincerely interested in what the other person is talking about.

The above is a list of common courtesies, but they take practice. However, they're worth the effort. After all, we all expect others to listen to us--shouldn't we extend the same courtesy?

It is also important to realize how we "come across" in our nonverbal expressions. Our body language tells those around us much of what we feel or think about what they are saying.

In communicating with others, it is necessary to provide feedback to them as well as to seek feedback from them for yourself. Criticism should be accepted willingly and with a positive attitude. Criticism should be constructive and handled tactfully.

Criticism should also be delivered in the same manner--as a way of helping the person or group to improve.

Presenting a report can often be somewhat frightening to those who are not used to presenting in front of a group. The following list of steps should be considered when presenting a report.

A. Choose your topic carefully.
B. Obtain current, up-to-date information.
C. Organize the report by points you want to cover.
D. Write a good introduction and a good conclusion.
E. Make use of visual aids.
F. Practice your persentation so that you know your material--but do not necessarily memorize your talk.
G. Speak loudly and clearly, but slowly so that all can understand you.

***

SPEAKING IN PUBLIC*

The Need for Ability to Express One's Thoughts in Writing

Webster's definition of "write" is to express in literary form. General goals or purposes which can be accomplished by the ability to express one's thoughts in writing and speech are: 1) To inform or instruct, 2) To entertain, 3) To persuade, or 4) To impress.

Arranging Speech Material

The general outline of a speech consists of three main parts - the introduction, the discussion, and the conclusion. The purposes of the introduction are to gain attention and define terms. Types of introduction include: 1) Quotation, 2) Question and answer, 3) Historical, 4) Connecting link, 5) Rhetorical question, 6) Narrative, 7) Personal declaration, 8) Comparison and contrast, 9) Immediate partition, 10) Hypothetical questions, 11) Reference to meeting place, 12) Reference to the audience, 13) General statement, 14) Humorous.

The main idea in the discussion should: 1) Support the specific aim of speech, 2) Be limited in number, 3) Re-stated attractively, and 4) Be arranged logically. The conclusion terminates the speech agreeably, provides a summary, and anticipates and refutes any disagreements. Types of conclusions include: 1) Simple summary, 2) Personal declaration, 3) Dedication, 4) Appeal, 5) Quotation, 6) Figure of speech, 7) Prophecy, 8) Reference to the occasion, 9) Humorous, 10) Duplication, and 11) Question.

FROM Vocational Education in Agriculture: Personal Development (1971)

COMMUNICATIONS SKILLS*

GETTING READY FOR A SPEECH

Every speech should have a purpose which you should determine from the needs and interests of the audience. A speech may aim to: Entertain, inform, stimulate, convince or actuate (secure some form of action).

Speakers do a better job when they analyze the audience, occasion, physical facilities and plan what is to be said in advance. The following check list includes items to be considered when speaking:

I. The audience: its physical and mental characteristics.
   1. How many people of what age will be present?
   2. Will both sexes be present?
   3. What are their interest, attitudes and beliefs?
   4. What do they know about the subject? What is their attitude toward it?

II. The occasion:

   A. What is the purpose of the meeting?
      1. A regular meeting?
      2. A special meeting planned primarily to hear the speaker?
      3. An action meeting? (How does the speaker relate to the action desired?)

   B. What procedures will be followed?
      1. What local customs should be kept in mind?
      2. What amount and kind of audience participation is desired?
      3. Is the meeting formal or informal?
      4. What is the total program? (How is the talk related to it?)

THREE "UPS" OF SPEECH DELIVERY

Whether you are "saying a few words" at a committee meeting or making the main speech at a national convention, follow these important steps to insure success:

Stand up

Don't slump, don't cling, don't drape yourself over the nearest piece of furniture. Don't make distracting motions or display distracting mannerisms.

Speak Up

Your voice comes from your abdomen, not your throat. In speaking, use your lips. Project your words clearly by using your lips. Assume good, relaxed posture, use your diaphragm and your lungs and speak any words, poem or tongue twister using your lips to pronounce each letter -- especially those on the ends of words. When speaking, speak over the heads of the first rows to the last third of your audience. Vary your emphasis, now powerful, now softer. Vary your speed, now faster, now slower. Try to keep your

your voice low and well-modulated; and raise the voice occasionally for variety, especially if telling a human interest story, an anecdote or imitating someone, or to stimulate an audience to action.

Deepen your voice for sincerity, for conviction and especially when you swing into your last sentences. Pause occasionally, especially at the end of your last sentences or paragraphs or sections of your speech. If you tend to be nervous, be especially careful that you don't talk too fast and too shrilly.

Shut Up -- With A Snap

Quit when you are through. A long, drawn-out, rambling and aimless conclusion is an anti-climax and destroys the good impression you have made previously. Deepen the voice as you say, "And now, in closing..." or "To summarize briefly..." or "Finally..." say a few, very few, sentences, and close with a ringing sentence or a deeply sincere one. Thank the audience (if you are giving a formal speech) and sit down.

TEN COMMANDMENTS OF GOOD COMMUNICATION

1. Be accurate. Violating this rule can really get you into trouble.
2. Be brief
3. Be clear. Avoid complex word combination, phrases that have double meaning, or parts that might be misunderstood.
4. Don't try to impress your audience. In general, don't use $5 words when 5¢ ones will do.
5. Consider your audience. Write, speak, or show in language your audience can understand.
6. Think and organize before you write or speak.
7. Make your message interesting. Say something worthwhile and dress it up a little with active, colorful words, examples, or illustrations.
8. Don't leave out essential facts. Remember the 5 W's (Who, What, When, Where, Why) and How.
9. Be ethical. Be fair with everyone you work with in any type of communications.
10. Don't just relate it -- Illustrate it! Use Actual objects, models, movies, photos and drawings whenever you can.

*FROM Farmland Industries Booklet #5.

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Unit 11: Self-Quiz Feedback Sheet

1. Listening, writing, speaking, and non-verbal behavior are types of communication.

2. In presenting a group report you should

   -obtain up-to-date information
   -organize the report
   -use visual aids
   -have a good introduction and conclusion
   -practice your presentation
   -speak loudly and clearly.

3. See the reading "Leadership of Youth Group: Communication Skills" for the answer.

***

Unit 11: Mastery Quiz

Answer the following questions by circling the letter to the correct answer.

1. Which of the following is a type of communication?

   A. Listening
   B. Non-verbal
   C. Speaking
   D. All of the above

2. In presenting a group report you should <u>not</u>

   A. organize the report
   B. speak loudly and clearly
   C. memorize the report
   D. use visual aids

3. In presenting a committee report one member elaborated at great length concerning a rather complicated problem the committee had encountered. But when the member had finished, the chairperson had to ask who was involved and when the problem had occured. Which of the following commandments of good communication was (were) disobeyed?

   A. Be brief
   B. Be ethical
   C. Make your message interesting
   D. Illustrate points

4. Writing can be used to

   A. inform
   B. entertain
   C. impress
   D. all of the above

5. Which part of the speech is meant to define terms?

   A. the introduction
   B. the discussion
   C. the conclusion

GROUP INSTRUCTIONAL GUIDE

(GIG)

UNIT 11: COMMUNICATION SKILLS

INTRODUCTION

In the first part of this unit, you learned about some of the basic communication skills and techniques. In this part of the unit, you will have a chance to practice these skills and identify situations where some are more appropriate than others. You are asked to participate in several instructional games designed to improve your communication skills.

OBJECTIVES

At the completion of the GIG you will be able to:

1. *practice communication skills and techniques.*
2. *offer and receive feedback about communication skills.*
3. *present a report to the group.*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary on the next page entitled Developing Communication Skills, where the Echo Game, and an Experiment in Communication* are described.
2. Discuss the types of communication that were used in the instructional games and the appropriateness of each.
3. Proceed to the Procedures for Individual Projects (PIP) for this unit.

*An Experiment in Communication by National Training Laboratory (1970)

ARE YOU SURE THAT'S RIGHT?
WHAT DID YOU SAY?
WHAT DO YOU MEAN BY THAT?
WHY SHOULD WE DO THAT?

DEVELOPING COMMUNICATION SKILLS

(BASIC INFORMATION SUMMARY: BIS)

In this part of the unit, you will be given a chance to practice the basic communication skills you learned in the first part of the unit. The first activity, The Echo Game, will provide you with experience in the art of listening. The second experience, An Experiment in Communication, shows you the importance of communicating effectively.

DIRECTIONS FOR THE ECHO GAME

1. Please do not divide into smaller groups for the Echo Game.
2. The first person to speak should answer the question "Why do communication breakdowns occur?" (or discuss some other issue of interest to the group).
3. After the first person speaks the next person to speak must first repeat what the previous person had said, to that person's satisfaction and then make his own statement. Continue discussing in this way for ten or fifteen minutes.
4. Keep track of the number of times speakers have accurate accounts of what the previous speaker had said.
5. After the exercise, hold a brief discussion on how the "echoing rule" affected individuals. Many students will be amazed to discover what poor listeners they are--often because they are so absorbed in what they are going to say when the other person stops talking.

DIRECTIONS FOR AN EXPERIMENT IN COMMUNICATION

1. Divide the total group into 2 or 3 smaller groups.
2. Each group should choose one person who they feel can give clear directions. This person will act as "the sender." The remainder of the group will serve as "receivers."
3. In one-way communication the sender tells the receiver something and this message ends the communication. A lecture, written instructions for a test, and memos are examples of one-way communication In two-way communication, the receiver of a message can ask for clarification, elaboration, and both sender and receiver can benefit from the increased mutual understanding of the results. Discussions and question-and-answer periods are examples of two-way communication.

4. The instructor should give the sender Figure A. The sender must explain the diagram so clearly that each group member will be able to make a duplicate copy without seeing the figure. Members are not allowed to communicate with the "sender." Note the time at which the sender begins.

5. After the sender has finished, record how long he took. Ask the members to estimate how many squares they have drawn correctly; five, four, three, two or one. Do not show the Figures to the group yet.

6. Ask the receivers how they felt during the demonstration and how they think the sender felt. Have the sender do the same.

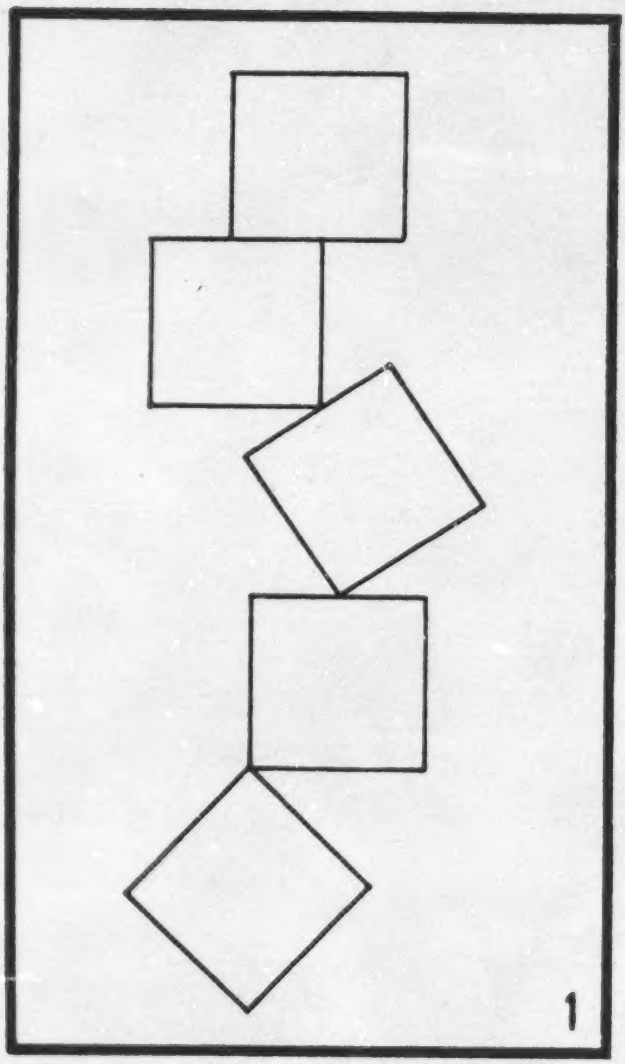
7. Begin the two-way communication demonstration. Have the sender describe Figure B clearly and completely. This time the receivers may ask questions, and the sender may reply, but he may not uses gestures. Again record the time and estimated accuracy.

8. Show the drawings to the group by holding them up. Have each student record his actual accuracy (to be correct, a figure must be the right shape and in proper relation to other figures).

***

AN EXPERIMENT IN COMMUNICATION

FIGURE A



NTL Institute, 1970

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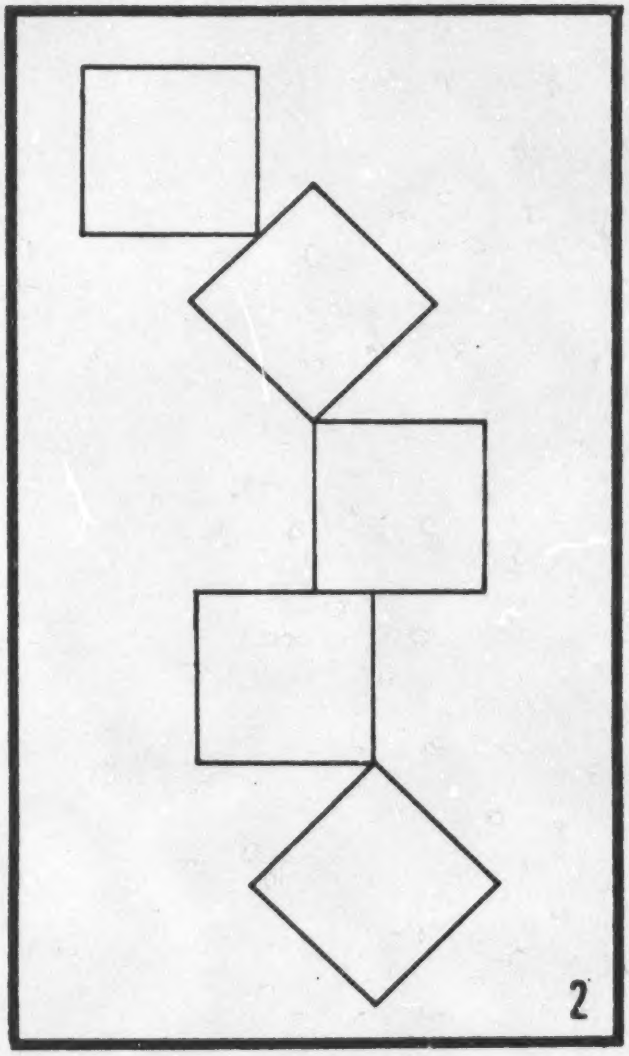
FIGURE B



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Results for an Experiment in Communication

Typically, the following results can be observed:

a. Two-way communication takes much longer.

b. Two-way communication results in greater accuracy in the students' drawings.

c. In one-way communication, the sender feels relatively confident; the receiver, uncertain or frustrated.

d. In two-way communication, the sender often feels frustrated or angry; the receiver relatively confident. Compare these observations with the results your class achieved, and close with a discussion of the relevance of the experiment to oral and written reports and to small-group work.

"MY GOSH, IS THAT WHAT I SOUND LIKE!"

PROCEDURES FOR INDIVIDUAL PROJECTS

(PIP)
UNIT 11: COMMUNICATION SKILLS

INTRODUCTION

Life in a society is based on communication among its members. In fact, members are rewarded for being able to communicate effectively. In the first and second parts of this unit you acquired and applied knowledge about the need for effective communication between the leader and group members. In this part of the unit you will work on improving your communication skills.

OBJECTIVES

At the completion of the PIP you will be able to:

1. *evaluate the effectiveness of a taped sequence of verbal communication.*
2. *describe your role in a taped sequence of communication.*

INSTRUCTIONAL ACTIVITIES

1. Tape record your next group meeting. At the next class play back the tape and then write a one page description of the effectiveness of the communication that occurred. Answer the following questions. Were there moments of confusion? How were they dealt with? What was your contribution to the meeting? Had you wanted to say something but refrained from doing so? Hand your answers in to your teacher.
2. Proceed to the Self Instructional Guide (SIG) for the next unit.

SELF INSTRUCTIONAL GUIDE
(SIG)
UNIT 12: INTERNAL OPERATIONS

INTRODUCTION

Your group will be engaged in positive and constructive activities probably 99% of the time. Occasionally (hopefully not at all) strife and internal conflict may develop in your group. This unit describes steps that can help prevent strife from occurring and steps that will help you and your group handle the situation should strife occur.

OBJECTIVES

At the completion of the SIG you will be able to:

1. *describe how policies and rules for group behavior can help prevent strife and internal conflict.*
2. *explain what steps the group can take to prevent conflict from developing into a serious matter.*
3. *describe how a conflict situation can be transformed into a situation that helps develop positive feelings in the group.*
4. *describe what should be done by a leader or group faced with internal conflict.*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary on the next page entitled Group Policy.
2. Obtain "Student Leadership" from your teacher and read it.
3. Using a separate sheet of paper answer the self-quiz questions found below.
4. Secure a copy of the answers to the self quiz from your teacher and check your answers.
5. Secure a copy of the mastery quiz for this unit from your teacher, answer the questions, and return it to your teacher.
6. Proceed to the Group Instructional Guide (GIG) for this unit.

SELF QUIZ

1. What are the general rules for group behavior?
2. What are the recommended steps for dealing with conflict?
3. What should the leader and group members do in a stressful situation?

GROUP POLICY

(BASIC INFORMATION SUMMARY: BIS)

Strife and internal conflict cannot be completely eliminated from a group. Strife and conflict will sometimes occur when the group is trying to reach decisions. However, it is important to not let heated discussions get out of hand. General policies and rules for controlling conflict should be stated in your organization's constitution. If they aren't, the officers, along with a committee and your advisor, should develop the general policies and rules for handling strife. These policies and rules should conform to your school policies.

In order to prevent strife and internal conflict from getting out of hand, all members will have to conform to the organization's policies and rules. Members who are unable to follow the organization's policies and rules will have to be disciplined. This should be outlined in the organization's policy on enforcement and discipline. Examples of a few very general policies could be the following:

1. Use correct manners and be polite during meetings.
2. Use correct parliamentary procedure when discussing problems or ideas in chapter meeting.
3. Don't become emotional and lose your temper.

The above policies are very general and are not limited to any specific organization. Your organization must determine your own policies and enforce those policies and rules. By following the organization's policies, you should be able to <u>prevent</u> the strife and internal conflicts from occurring.

There are no formulas for what an organization can do to prevent con-

"DO YOU PROMISE TO OBEY THE RULES OF OUR ORGANIZATION ?
"I DO"
"MAYBE"
"NO WAY"

flicts from developing into a serious matter. Policy rules are one preventive step. Your organization should have written into its policies and rules how strife will be taken care of. The following is an example of one way to deal with strife should it occur:

1. The officers of the organization should meet and discuss the problem. They should attempt to reach a solution.
2. If this doesn't solve the problem, the officers should meet with the advisor and try again to discuss the problem and reach a solution.
3. If all of this fails, the officers, advisor, and members who are involved in the problem should meet. All of these people should sit down and discuss the problem. An attempt should be made to solve the problem which is reasonable to all persons involved.
4. If no solution is reached, it may be necessary to bring the problem before the total group for discussion and possible solution.

Hopefully, this procedure will solve your problem before it can reach the proportions where it could divide your group.

When you have a conflict situation where you have to go through a great deal of discussion, soul searching and in-depth study, the conflict can lead to a better group. The group can learn a great deal from the tremendous amount of interaction required to solve the conflict. The group may find that they learn to get along better and know one another better as a result of their experience and exchange of knowledge.

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STUDENT LEADERSHIP ABSTRACT*

This is a brief description of one program that was begun to control disruptive behavior. The full report provides students and teachers with practical guidelines for designing and implementing a program to develop student skills for leadership and responsible citizenship and for generating positive pupil attitudes toward self and school. The Student Leadership Program was field tested for one year in a low-income Black elementary school. The specific aims of the program were to reduce the disruptive, negative behavior of some socially powerful students while increasing the rewards for more appropriate models and for teacher efforts to improve the environment for learning. Although it was designed to promote more desirable student behavior and attitudes in a "distressed" situation, where negative attitudes and tensions prevailed, the program has unlimited application.

The full report has three major parts. Part 1 defines the problem and the rationale of the program. Part 2 delineates all steps necessary for setting up the leadership program and getting it under way. Alternative methods are noted and suggestions are given for difficulties which might be encountered. Anecdotal records of the first semester of the pilot program constitute Part 3.

Think about what type of leadership program your school has. Do you think a program such as the one mentioned above would be helpful in your school?

FROM Student Leadership by Witmore (1973)

***

Unit 12: Self-Quiz Feedback Sheet

1. Some general rules for acceptable group behavior are to use good manners, be polite, control your emotions, and use correct parliamentary procedure during meetings.

2. For problems that do not require immediate action, the following steps are recommended:

    a. officers should meet and discuss the problem

    b. officers should meet with advisor to discuss the problem

    c. members involved should meet with officers and advisor to discuss the problem

    d. bring the problem before the total group if necessary

3. The leader should apply the group policy concerning internal conflict.

***

Unit 12: Mastery Quiz

Answer the following questions by circling the correct letter.

T F 1. An organization should have a written set of rules and policies to follow and enforce.

T F 2. General policies and rules should be relevant and meaningful to your specific group, locale, and your school's policies.

T F 3. There is no exact group of rules to follow when solving a particular conflict situation.

4. Who should develop and write the rules and general policies under which your group should function?

   A. Your advisor.
   B. A specially appointed committee.
   C. National officers of your organization.
   D. Your local officers.
   E. All of the above.

5. When your group has a written set of rules and policies, it is very important that:

   A. All members follow and obey the rules and policies.
   B. Officers and advisors be exempt from following the rules and policies.
   C. Members who cannot follow the group's rules and policies must be disciplined.
   D. Only 1 and 3.

6. A good example of a general policy of an organization is to:

   A. Allow members to continually miss meetings without a reasonable excuse.
   B. Use correct parliamentary procedure when discussing suggestions or problems.
   C. Elect officers on a popularity basis.
   D. 2 and 3.

7. If your group has a problem of some nature, the first step in solving it is to:

   A. Bring the problem before the whole group and discuss it.
   B. Officers of the group should meet and discuss the problem and possible solutions.
   C. Assign the problem to a committee and let them solve the problem.

T F 8. A conflict situation can be a learning experience for all members involved.

GROUP INSTRUCTIONAL GUIDE
(GIG)
UNIT 12: INTERNAL OPERATIONS

INTRODUCTIONS

In the first part of the unit you learned about ways to prevent and, if necessary, deal with internal conflict. In this part of the unit you have the opportunity to deal with some of the causes of conflict by participating in a safe, yet realistic, instructional game concerned with handling strife. The game is titled Committee Meeting: Demonstrating Hidden Agendas. By applying what you have learned about handling conflict you will be better prepared to deal with strife should your group encounter a conflict situation.

OBJECTIVES

At the completion of the GIG you will be able to:

1. *deal effectively with internal strife.*
2. *sense and understand another person's feelings of strife.*
3. *develop rules regarding group behavior that will prevent strife from occurring.*
4. *change stressful feelings into positive feelings toward the group.*

INSTRUCTIONAL ACTIVITIES

1. The instructional activity for this part of the unit is called Committee Meeting: Demonstrating Hidden Agendas. Your group should refer to the Basic Information Summary on the next page where you will find directions on how to organize the group activity.

2. Proceed to the Procedures for Individual Projects (PIP) for this unit.

*Committee Meeting: Demonstrating Hidden Agendas is by J. William Pfeiffer and John E. Jones (Eds.), A Handbook of Structured Experiences for Human Relations Training, Volume I, (Rev.). La Jolla, Ca.: University Associates, 1974.

"LET'S COME TO GRIPS WITH OUR HIDDEN AGENDAS!"
AGENDA

COMMITTEE MEETING: DEMONSTRATING HIDDEN AGENDAS

(BASIC INFORMATION SUMMARY: BIS)

The goal for this part of the unit is to learn how to deal effectively with internal strife in your group meetings. You will also learn how to deal with the other members of your committee in reaching the decisions to be made by the committee.

DIRECTIONS FOR FACT-FINDING COMMITTEE OF THE CAP GOVERNING BOARD

1. The teacher forms a committee of five people as role players and distributes to each of them a role description strip, a copy of Instructions for Playing a Role, and a copy of the Committee Meeting Problem Sheet. These five people are taken to an area outside the hearing range of the remaining group of participants. They are given five minutes to study their roles and problems independently. The teacher instructs the role players not to reveal their hidden agendas to anyone.

2. While the committee members are studying their roles, the teacher chooses five participants to be observers of role players. Each observer is assigned to observe a specific role player. The teacher distributes Committee Meeting Problem Sheets and Committee Meeting Role-Play Observation Sheets to them.

3. The remaining participants are designated as group-process observers. They receive Committee Meeting Problem Sheets and Committee Meeting Process Observation Sheets.

4. Then the role players take their places. They are instructed by the teacher to introduce themselves by their new names and titles only. They are told that the other participants are observers. The group players begin the meeting under the chairmanship of Marvin Turner.

5. After fifteen minutes the role playing is terminated, regardless of whether the group has completed the task.

6. The group-process observers are asked to report.

7. The role-player observers are asked to report.

8. The teacher asks the role players to read their roles aloud to the group. Jack Simon reports last.

***

9. The teacher informs the group that the purpose of this activity was to demonstrate that "what goes on underneath the table" interferes with task accomplishment. He leads a discussion of the effects of hidden agendas. The following questions may be discussed.

   a. How do hidden agendas affect group problem-solving?

   b. How do they affect the participation of individual members?

   c. What are some indications that group members have hidden agendas?

   d. When is it appropriate for group members to acknowledge their hidden agendas?

COMMITTEE MEETING PROBLEM SHEET
FACT-FINDING COMMITTEE OF THE CAA ADVISORY BOARD

PARTICIPANTS

1. Marvin Turner, shoe-store owner and operator
2. Roberta Stevens, mother of five, on welfare
3. Louis Haber, dentist
4. Jack Simon, Chamber of Commerce vice-president
5. Carol Stone, social worker, Department of Welfare

PROBLEM

You are at a meeting of a special fact-finding committee of the Community Action Agency (CAA) Advisory Board. Your committee was established to study the suggestion that the CAA revise its procedure for electing representatives from poverty groups to the Advisory Board. At present, representatives are selected for three years, through a general, area-wide election. Your group has been authorized to come up with specific recommendations for the Board to act upon at its next meeting. The Board has advised your committee to consider two points:

1. What would be the best procedure for selecting poverty representatives?
   a. The present system (general, area-wide election) should be maintained.
   b. District elections should be held.
   c. Neighborhood elections should be held.
2. How long should the term of office be?
   a. The present term should be maintained.
   b. The representatives should serve for one year.

The chairman of the committee is Marvin Turner, who will report your recommendations to the Board.

***

COMMITTEE MEETING INSTRUCTIONS FOR PLAYING A ROLE

1. Do not disclose your role description.
2. Read your description carefully and play the role conscientiously.
3. Put yourself into the role that you are given, but do not overact.
4. Be natural, but emphasize behavior aimed at fulfilling your role.

Committee Meeting Role Briefing Sheet

Carol Stone

You are a social worker with the Department of Welfare, and you would like some of your welfare clients to become active in the CAA. You think that if you help some of your clients get on the Board, this will impress your department head and you can achieve more power in the CAA program. Since your work area covers a district, you want the district form of election to be recommended. You prefer that the term of office be three years.

Marvin Turner

You are a shoe-store owner and operator, and you are an ambitious community leader. You want the poverty representatives on the Board to show a lack of unity and goals, so that the professional and governmental members can run things their way. You think that the poor are just "lazy." You support general election procedures for the whole area. This should result in electing more representatives who do not have support from a specific group of people in a small area and who do not have many specific goals in mind. You also support one-year terms to get as little continuity among members from poverty as possible.

Roberta Stevens

You are a mother of five, receiving welfare payments for child support. You want a greater role for poverty representatives on the Board. You would also like different people from poverty to have a chance to get on the Board. You support the concept of neighborhood or small-unit elections for one-year terms. You also want more representatives from poverty on the Board than there currently are, to counteract some of the professional, governmental members.

Louis Haber

You are a dentist and you are on the City Council. You think that local government leaders as well as professional people "who know what they are doing" should have a larger say on the CAA Board. Therefore, you want a weaker voice from the poverty representatives. You support general elections for one-year terms.

***

Jack Simon

You are vice-president of the Chamber of Commerce, and you are not really concerned with the work of the committee. You joined for only one reason, to meet Carol Stone and eventually ask her for a date. During the meeting you plan to agree with, and support, every point that Carol makes. Your behavior is guided by your desire to impress Carol Stone.

***

COMMITTEE MEETING ROLE-PLAY OBSERVATION SHEET

1. How active was the committee member whom you observed?

2. How committed was the member to the task of the group?

3. How effective was the member as a listener?

4. To what degree did the member seem motivated by personal concerns?

5. What approach did the member take in attempting to influence the group?

***

COMMITTEE MEETING PROCESS OBSERVATION SHEET

Atmosphere

1. To what degree were committee members cooperating with each other?

2. What was the feeling tone of the meeting at various stages?

Participation

3. Who were the high and low participators?

4. What was the relationship between level of participation and the accomplishment of the task?

Commitment

5. To what degree were members committed to a common goal?

6. What motives did you infer for each of the members?

PROCEDURES FOR INDIVIDUAL PROJECTS
(PIP)
UNIT 12: INTERNAL OPERATIONS

INTRODUCTION

In the first part of the unit you learned about internal operations that help make the group run smoothly and that help solve problems that arise. In the second part of the unit you practiced what you learned by participating in an instructional game. In both parts of the unit you noticed that the emphasis was on what you can do to develop and maintain positive attitudes in the group. In the final part of the unit you are asked to examine your willingness to abide by the internal operations of your group.

OBJECTIVES

At the completion of the PIP you will be able to:

1. *use your group's rules for behavior*
2. *deal with strife in the group.*
3. *maintain positive attitudes in the group.*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary on the next page where you will find, Hidden Agenda II.
2. Proceed to the Self Instructional Guide (SIG) for the next unit.

"THE FIRST STEP I'LL TAKE WILL BE TO MEET AND DISCUSS THE PROBLEM"

HIDDEN AGENDAS II

(BASIC INFORMATION SUMMARY: BIS)

Your task in Hidden Agendas II is to rank the following statements that might describe the characteristics of a good group. To do this, place a "1" in front of the statement that is the most important characteristic of a good group, place a "2" in front of the next most important characteristic, etc. Place a "10" in front of the statement least descriptive of a good group.

_____ There is a healthy competitiveness among members.

_____ Everyone sticks closely to the point.

_____ The group avoids conflict situations.

_____ Members perform leadership functions.

_____ Each member gives and receives feeling feedback.

_____ The leader suggests a plan for each group member.

_____ Aggression is openly expressed.

_____ Informal subgroups develop spontaneously.

_____ Members freely express negative feelings.

_____ The goals of the group are explicitly formulated.

_____ Information is freely shared among members.

_____ Members' feelings are considered when tasks are performed.

When you have finished ranking the characteristics described above, write a paragraph describing what steps you would take, as group leader, if your group did not possess the characteristic that you ranked as most important for a group to have.

SELF INSTRUCTIONAL GUIDE
(SIG)
UNIT 13: OUTCOMES OF LEADERSHIP

INTRODUCTION

In this unit we will discuss the outcomes and benefits that result from effective leadership and membership. Personal, career, and citizenship objectives as related to leadership will be emphasized throughout the unit. Although personal and career leadership objectives are important, citizenship responsibilities are also very important. We are reminded of the plea by the late President Kennedy--"Ask not what your country can do for you. Rather, ask what you can do for your country."

OBJECTIVES

At the completion of the SIG you will be able to:

1. *identify several outcomes of leadership.*
2. *explain how citizenship responsibilities are related to leadership.*
3. *outline the potential of your group as regards to the exercise of your leadership skills in the fulfillment of citizenship responsibilities.*

INSTRUCTIONAL ACTIVITIES

1. Read the Basic Information Summary on the next page entitled Leadership Outcomes.

2. Obtain a copy of the following reading from your teacher and read it:

   "Assuming Citizenship Responsibilities"

3. Using a separate sheet of paper answer the self quiz questions from your teacher and check your answers.

4. Secure a copy of the answers to the self quiz questions from your teacher, answer the questions, and return it to your teacher.

5. Secure the mastery quiz from this unit from your teacher, answer the questions, and return it to your teacher.

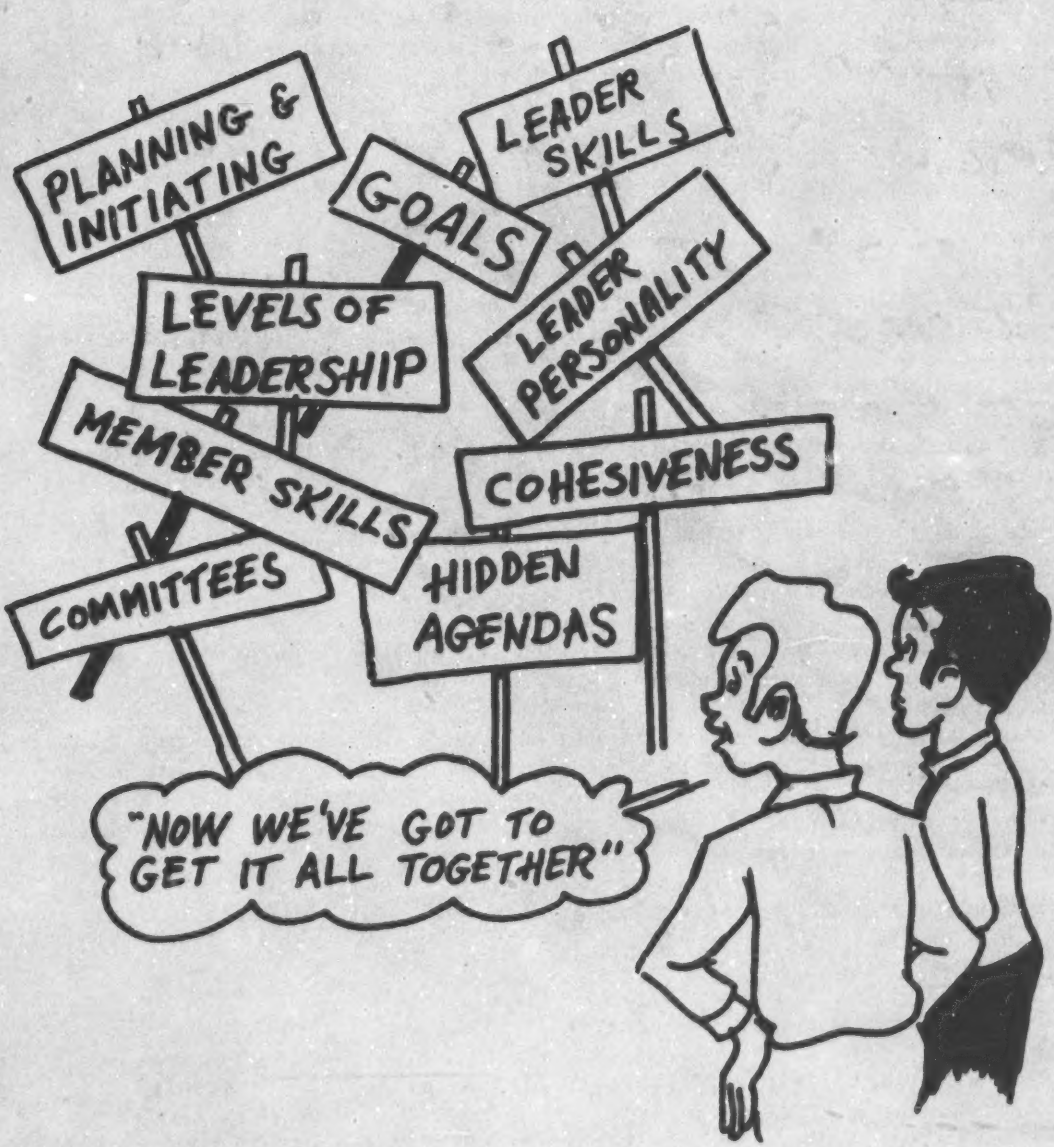
6. Proceed to the Group Instructional Guide (GIG) for this unit.

SELF QUIZ

1. What are three outcomes of leadership?

2. What are four citizenship responsibilities related to leadership?

3. What is the potential of your group for citizen-leadership responsibilities?


PLANNING & INITIATING
GOALS
LEADER SKILLS
LEVELS OF LEADERSHIP
LEADER PERSONALITY
MEMBER SKILLS
COHESIVENESS
COMMITTEES
HIDDEN AGENDAS
"NOW WE'VE GOT TO GET IT ALL TOGETHER"

LEADERSHIP OUTCOMES

(BASIC INFORMATION SUMMARY: BIS)

This part of the unit considers the positive benefits that result from effective leadership and membership. This chapter is meant to summarize and pull together the leadership skills developed in previous chapters. Don't be disturbed if this chapter refers to leadership units that your group had decided not to cover. Previous units were designed to be relatively independent of one another so that your group could work on developing those leadership skills that you considered most important. This unit concentrates on the relationships between the leadership skills you have been discovering.

THE BENEFITS OF LEADERSHIP AND MEMBERSHIP

An effective group or team knows how to plan and initiate action. In Unit 2 you learned how to develop goals and objectives. You learned about developing an agenda and about some general aspects of having an effective meeting. The ability to plan effectively and initiate action will benefit you both in your personal and public life.

An effective group should also be able to develop group goals. The ability to develop realistic and attainable goals is related to the ability to plan and initiate action. Unit 4 discussed techniques for developing group goals. In the unit, you worked together in order to achieve consensus. The ability to cooperate with others in developing a group goal is a valuable asset.

The ability to communicate effectively is another valuable leadership membership skill. Unit 11 considered several communication skills. In our society, you are rewarded if you can communicate effectively. The ability to write and speak well is a most valuable asset. In Unit 3 you learned about

parliamentary procedure. Parliamentary procedure is a useful tool for structuring the communication in a group. Your knowledge of parliamentary procedure is another asset.

An effective group is able to work together as a team. Unit 5 dealt with the possible levels of leadership in a group. Each level of leadership involved team work. Our society is a cooperative one. Your ability to cooperate and work as a team member is a valuable skill. A group that uses several levels of leadership will generate a high degree of involvement and participation in its members. You were able to develop levels of leadership in African Enterprise.

There are also benefits directly related to the skills of a group leader and to the skills of a group member. The skillful leader is able to lead a discussion and is able to use problem solving and decision-making techniques. These and other skills were covered in Unit 6. Unit 7 dealt specifically with the personal characteristics of a group leader. The most useful personal characteristic of a group leader is the ability to adapt personal traits to meet the demands of the leadership situation. Unit 8 considered the skills required by the group member. The most important group member skill is the ability to contribute to decision making. Units 5, 6, 7 and 8 are very much related. The knowledge and skills gained from these units provide you with an excellent understanding of and experience with the processes that can and should occur in a group. This understanding and experience will make you an effective leader or group member.

The ability to cooperate is also a useful skill. In Unit 9 you learned how to develop group cohesiveness. Cooperation depends on cohesiveness. The ability to promote cohesiveness is a valuable skill because so much more can be accomplished through cooperation. Unit 10 also dealt with cooperation in

the form of effective committees. The ability to develop effective committees allows you to work more efficiently. Unit 10 is also related to Unit 5 because a committee is a level of leadership in a group.

The following list summarizes some of the most important outcomes or benefits of leadership resulting from these units of leadership instruction:

Ability to plan and initiate action
Ability to develop group goals
Communication skills
Parliamentary procedure skills
Ability to develop levels of leadership
Ability to cooperate
Skills of a group leader
Ability to adapt to leadership situations
Skills of a group member
Ability to organize effective committees
Ability to develop group cohesiveness

PERSONAL AND CAREER LEADERSHIP

A major emphasis of these units has been to stress that there is a wide range of leadership situations. Although many of us will not be president of some organization, all of us need and can develop leadership skills. These units have helped you to develop your leadership skills. In the first part of each unit (SIG) you acquired basic information concerning an area of leadership skills and in the second part of each unit (GIG) you practiced these leadership skills with the help of your peers. Perhaps most importantly, in the third part of each unit (Procedures for Individual Projects or PIP) you were provided suggestions on how to relate leadership skills to your personal leadership goals. Thus, the third part of each unit was your key to developing your personal and career leadership potential.

CITIZENSHIP RESPONSIBILITIES AND LEADERSHIP

The leadership and membership skills you have learned in these units should help you master your citizenship responsibilities. Several units also

included community related projects as part of the group work. Thus, the units have tried to relate leadership skills to the real life setting wherever possible.

There are, for example, many "levels of citizenship" just as there are many levels of leadership. At the highest level, we, as U.S. citizens, have the privilege and responsibility of electing our president and congressmen. At the lower "levels of citizenship" we have greater opportunity and responsibility to serve in a leadership capacity. At the local level the odds are greater that you or I will be asked to serve as chairperson or organizer for some activity. These units of leadership instruction have provided you with a wide range of leadership skills which you can use effectively in fulfilling your citizenship responsibilities and privileges.

Your group has a great potential for leadership in the fulfillment of citizenship responsibilities. You now have the skill to plan and initiate action, to develop a group goal, and to cooperate in the attainment of that goal. All that remains is to get started. Why not give it a try? Part 2 of this unit describes ways to approach the planning and execution of a community project. In the community project you develop, you will have the chance to apply the leadership skills you have learned in these units in the fulfillment of your citizenship responsibilities and privileges. Your group will thus be exercising its potential for individual and community citizen-leadership.

***

ASSUMING CITIZENSHIP RESPONSIBILITIES*

An Individual's Community Responsibility in Matters of Citizenship

Citizenship does not fall on a person like a magic cloak. It is more than merely attaining an age designated by law in order to enjoy certain specified rights and privileges. Good citizenship is a result of steady growth and development in body, mind, and spirit extending from the earliest days of home training on to the end of life.

Individual Citizenship

Citizenship begins with the individual. The personal traits of leadership are also the traits associated with citizenship. Such traits are loyalty, respect, fair play, courage, integrity, honesty and determination are essential to the individual if fulfillment of citizenship obligations are to be realized. These traits are developed by participation at all levels and in all kinds of activities.

Family Citizenship

Being a member of any group brings responsibilities as well as privileges. Privileges such as the family car carry with it the responsibility of protecting the property and keeping it available for other members of the family.

Community Citizenship

Community Citizenship includes school organizational citizenship. As a member of this larger group, an individual may have more rights and privileges, but to maintain those privileges he must accept greater responsibility and obligations.

National Citizenship

Organizations should promote an understanding of the democratic process and bring more individuals into a participating role. The democratic process is participation. American citizenship gives the individual certain inalienable rights, freedom of worship; freedom of speech and press; freedom to assemble peacefully; freedom to work; freedom to enjoy the fruits of his work; and the right to pursue happiness so long as it does not harm others. These rights carry great responsibilities.

Training for Citizenship

It is important to develop loyalty to family, friends, school, organizations, community and country. Loyalty comes from feeling part of a group. Individuals need to be reminded of the part they play in government. Pride in whatever part the individual might have in any activity tends to make that individual proud of this association.

FROM Vocational Education in Agriculture: Personal Development (1971)

***

Unit 13: Self-Quiz Feedback Sheet

1. Several important outcomes of leadership are:

   ---Ability to plan and initiate action
   ---Ability to develop goals
   ---Communication skills
   ---Parliamentary Procedure Skills
   ---Ability to use levels of leadership
   ---Skills of a group leader
   ---Ability to adapt to leadership situations
   ---Skills of a group member
   ---Ability to develop group cohesiveness
   ---Ability to organize effective committees
   ---Ability to cooperate

2. Four Citizenship responsibilities related to leadership are:

   ---individual citizenship
   ---family citizenship
   ---community citizenship
   ---national citizenship

   *Answer can be found in "Assuming Citizenship Responsibilities"

3. Your group has the potential to show individual and community citizen-leadership. The greatest potential of your group is in the area of community citizen-leadership.

***

Unit 13: Mastery Quiz

1. Which of the following are outcomes of leadership

   A. Goal development
   B. Cooperation
   C. Group cohesiveness
   D. All of the above

2. Your group has the greatest potential for leadership in

   A. Individual citizenship
   B. National citizenship
   C. Community citizenship
   D. Family citizenship

3. Which part of each unit was designed to help you apply what you had learned about leadership?

   A. SIG
   B. GIG
   C. PIP

4. Which of the following is the most important type of citizenship?

   A. Family citizenship
   B. Community citizenship
   C. National citizenship
   D. All of the above

JOINT-
YOUTH
GROUP

GROUP INSTRUCTIONAL GUIDE
(GIG)
UNIT 13: OUTCOMES OF LEADERSHIP

INTRODUCTION

So far in this unit we have examined the benefits of leadership, and the personal, career, and citizenship responsibilities related to leadership. In this part of the unit your group will have the chance to develop its potential for leadership in civic responsibilities. More specifically, you have the chance to plan and carry-out a project that will not only benefit you by developing your leadership potential but also benefit your community. This part of the unit is designed to allow you to use many of the leadership skills you have developed in prior units.

OBJECTIVES

At the completion of the GIG you will be able to:

1. *plan a community project (see Unit 2 on planning and initiating).*
2. *employ levels of leadership in the project (see Unit 5).*
3. *effectively use committees in this project (see Unit 10).*
4. *communicate your project effectively to the public (see Unit 11).*

INSTRUCTIONAL ACTIVITIES

1. A Basic Information Summary will not be used for this part of the unit since the project will be developed totally by your group. However, you are encouraged to make use of what you have already learned about leadership. Especially look back to units 2,5, 10, and 11.

   It is suggested that small groups be used as an aid to the decision making process. However, it is also suggested that only one project be done for this unit since a good project will require the work and cooperation of all of your members. This is a slightly different procedure from the previous units where small groups worked separately on an instructional game.

   Notice that you will not be involved in an "instructional game" in this unit. If you have benefited from the instructional games employed in the previous units then you should be able to do a better job in this project than would otherwise be the case.

   Since this project will involve your going beyond the confines of the classroom, you are encouraged to work closely with your instructor or advisor. Make use of your instructor's excellent advice.

2. Your task is to plan a community project. You should employ levels of leadership, committees, and the other leadership skills you have learned.

PROCEDURES FOR INDIVIDUAL PROJECTS
(PIP)
UNIT 13: OUTCOMES OF LEADERSHIP

INTRODUCTION

In this unit you have learned about the personal, career, and citizenship possibilities for leadership. Your group project has given you a first-hand experience in leadership in a civic project. In this part of the unit you will have the chance to consider in some detail your plans concerning the role you want leadership to play in your life.

OBJECTIVES

At the completion of the PIP you will be able to:

1. *develop goals concerning personal, career, and citizen responsibilities as related to leadership.*
2. *understand the values involved in the goals you formulate.*
3. *project into the future your plans regarding your leadership goals.*

INSTRUCTIONAL ACTIVITIES

1. Refer to the Basic Information Summary on the next page where you will find directions on how to complete Leadership Life Planning Program.

LEADERSHIP
PLANNING
•PERSONAL
•CAREER
•CIVIC

LEADERSHIP LIFE PLANNING PROGRAM

(BASIC INFORMATION SUMMARY: BIS)

LEADERSHIP LIFE PLANNING PROGRAM

The Leadership Life Planning Program consists of three phases. In the first phase you will be outlining personal leadership objectives. In the second phase you will outline career leadership objectives. Finally, in the third phase you will outline citizenship leadership objectives.

1. PERSONAL LEADERSHIP OBJECTIVES

Personal leadership objectives refer to leadership skills or behaviors that you would like to attain or master and make part of your personality. Consider the following personal leadership objective: "I will be able to set and maintain standards for goal achievement in my daily activities." The leadership skill in this objective is the ability to set and maintain standards for goal attainment (see Unit 4). This leadership skill becomes a personal leadership objective because it refers to your attempt to "lead" a better life. The difference between a leadership skill and a personal leadership skill is that a leadership skill refers to your leading others whereas a personal leadership skill refers to leading yourself. With this distinction in mind, your task is to write a personal leadership objective. To prime your thinking, here are several leadership skills taken from previous units that can be made into personal leadership objectives.

Developing an agenda
Clarifying values
Clarifying goals
Developing a time plan
Motivation and pursuit of goals
Planning a year in advance
Fostering creative thinking
Improved decision making
Using questions
Developing humor
Adapting to situations
Active involvement

Competition based on standards set by self
Coordinating several activities
Developing communication skills
Dealing with internal conflict

It is important that you be genuinely interested in the personal leadership objective you write, otherwise you won't try to achieve the objective. Try writing your objective in the space below.

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_____

_____

_____

Now that you have written a personal leadership objective, you have to think of ways to achieve your objective. For example, one instance of developing the ability to "set and maintain standards for goal achievement in your daily activities" might be to do homework every night in order to obtain a good grade in a course (or expertise on a topic). Take a moment to write down a way that you can work to achieve the personal objective you have written.

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_____

The next step is to put into action what you have written above. You should now be able to develop personal leadership objectives and understand the value of doing so.

2. CAREER LEADERSHIP OBJECTIVES

The process for writing career leadership objectives is identical to that used for writing personal leadership objectives. Career leadership

objectives refer to leadership skills that you will be able to use in your chosen occupation. For example, a career leadership objective might be as follows: "I will be able to set and maintain standards for achieving my career goals." Thus, if your career objective was to play in a professional sport, then some standards for achieving the goal might be to play successfully in a high school sport, in a college sport, as an amateur athlete, and finally as a professional. Setting and achieving each of these en-route goals would represent the attainment of your career leader objective. Take a moment to write a career leadership objective and also write down the en-route goals that will help you attain the career leadership goal you have written.

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3. CITIZENSHIP LEADERSHIP OBJECTIVES

Leadership in civic affairs is the privilege and, in some ways, the responsibility of all of us. The process of writing a citizenship leadership objective is also identical to the process of writing a personal or a career leadership objective. An example of a citizenship leadership objective might be as follows: "I will be able to coordinate fund raising activities for a local charity." Some of the en-route behaviors that might help you achieve such an objective would be to participate as a volunteer in several charity fund drives.

Take a moment to write a citizenship leadership goal you are interested in achieving. What are some en-route behaviors that will help you achieve this goal? Please use the space below.

_____

_____

_____

_____

You should now be able to develop personal, career and citizenship leadership objectives. This skill will prove to be a valuable asset in your future endeavors. You and your instructor or advisor may want to discuss the leadership objectives you have developed.